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Communication Strategies to Generate Employee Job Satisfaction

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This is to certify that the doctoral study by

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Abstract

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by

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MBA, ITT Technical Institute, 2007

BA, University of Florida, 2005

Doctoral Study Submitted in Partial Fulfillment

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Abstract

Managers spend 75% of their time actively communicating with employees. Effective leadership communication is fundamental to employee job satisfaction. The purpose of this phenomenological study was to explore how communication strategies that government agency leaders use may motivate greater employee job satisfaction. Twenty employees of a government office in Florida were the general population sample. The motivational language theory helped explore the nature of job satisfaction by focusing on leadership and employee communication strategies. Leadership communication influences employee motivation through incorporating 3 categories of utterances: empathetic (illocutionary) language, direction-giving (perlocutionary) language, and meaning-making (locutionary) language. The Van Manen selective approach helped code and the Stevick-Colaizzi-Keen method helped analyze the participants' transcribed face-to-face interviews. Member checks and data saturation ensured the findings' trustworthiness. The findings developed from coding and analyzing data led to the discovery of 4 themes: empathetic language, direction-giving language, meaning-making language, and job satisfaction. The 2 most important themes, direction-giving language and meaning-making language, help motivate job satisfaction by explaining how leadership advice, clear instructions, and leadership stories pertaining to primary events from the agency's past provide direction and a feeling of job satisfaction. Social implications of this study include creating and improving organizational communication best practices and guidelines to help leaders communicate information effectively and to motivate regional governmental organization employee job satisfaction.

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Dedication

I am grateful for God's love, favor, peace, provision, protection, abundance, and wisdom upon my life. I am also grateful for the power and glory my Lord and Savior Jesus Christ has placed upon my life to successfully establish and accomplish everything I seek to achieve in his magnificent name. I dedicate my doctoral study to my mother Edith Gale Shepard. I am blessed to be the daughter of such a beautiful, prayerful, and supportive mother. Your continuous love and personal sacrifice is not in vain. Thanks to my father Rev. Marion Hills, my grandparents Charlie and Mary Bryant, my maternal grandfather the late Larry Ford Sr., my paternal grandfather the late Marion Hills, and my grandparents Faydo Pinkney and Dorothy Hills-Pinkney. The admiration I feel for you all is priceless. Thanks for helping my mother mold me into a focused, God fearing, humble, successful, and educated African-American woman. I want to thank my sisters Lakesha Hills-Rose, Shannan Mitchell, Tiffani Hills, and Nicole Hills, my niece and nephew Empress and Seth Rose, brother-in-law Jason Rose, my aunt Nkwanda Jah, my uncle Larry Ford Jr. and uncle, Rev. Derrick Hills, for their continued love and support. I also want to thank members of my support system: Danitra McPhadden, Dr. Trenessa Williams, the late Sandra King, Yumma Brown, Kia Donaldson, Shadonna Harris, John Nelson, Aaron Robinson, Felicia Fells-Tillery, Darryl Middlebrook, Shirley Edwards, the employees of the RGO, and supportive family and friends. Each one of you played a tremendous role in inspiring and pushing me to complete my research. Most importantly, I would like to thank my prayer warriors who encourage me to focus more on Jesus, meditate on his word, and press forward.

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Section 1: Foundation of the Study

Section 1 of the study includes details relating to leadership communication strategies and employee job satisfaction. The purpose, specific business problem, nature of the study, conceptual framework, and significance of the study provide important foundational information. The review of the professional and academic literature also adds important foundational information to help support effective leadership communication strategies and employee job satisfaction.

Background of the Problem

One basic function within an organization is communication (Keyton et al., 2013). Some business executives around the world invest time and money to create organizational leaders who effectively communicate information, ideas, and feelings to his or her employees (Xiaojun & Venkatesh, 2013). Leadership communication is fundamental to the performance of an organization, whereas the lack of effective leadership communication may cause employee and operational issues (Conrad, 2014). Leaders should clearly communicate as much workplace information as possible to employees (Merrell, 2012). Leaders who communicate effectively may generate employee job satisfaction (Guo & Giacobbe-Miller, 2011).

Effective leadership communication may reduce negative employee perceptions and employee job insecurities (Clifton, 2012; Rehman & Naeem, 2012). Effective communication helps cultivate and enhance employee job satisfaction to improve organizational growth (Mason & Leek, 2012; Polito, 2013). Mehta, Mehta, and Mishra (2011) stated that regular use of effective leadership communication is influential when creating a positive and healthy work environment. Effective leadership communication affects organizational growth and subsequently encourages employee motivation, empowerment, morale, and job satisfaction (Mehta et al., 2011). Effective leadership communication enriches the lives of some by creating mutual trusting work relationships, adding value to the development of stronger work relationships, and increasing the level of employee success (Artz & Kaya, 2014).

Leaders who establish mutual trusting relationships with employees enhance job satisfaction by encouraging employees to participant in decision-making ideas (Artz & Kaya, 2014). Leaders who develop, execute, and effectively communicate workplace information create a sense of security and satisfaction among employees (Madlock, 2012). When investigating leadership communication strategies, the perceptions of employees concerning job satisfaction need exploration.

Problem Statement

Leaders use effective communication to develop a supportive work environment that fosters organizational success (Keyton et al., 2013). Leaders spend more than 75% of their work time actively communicating with employees (Farahbod, Salimi, & Dorostkar, 2013). Leaders who use communication effectively have a better understanding of how their communication strategies motivate employee job satisfaction (Bisel & Messersmith, 2012). The general business problem is that employee job satisfaction is negatively affected by faulty leadership communication strategies, which results in ineffective promotion of regional governmental organization (RGO) employee job satisfaction. The specific business problem is that some government agency leaders lack communication strategies to motivate employee job satisfaction.

Purpose Statement

The purpose of this qualitative phenomenological study was to explore the communication strategies government agency leaders use to motivate employee job satisfaction. Employees of a RGO in Florida were the general population sample. The study results may contribute to improving social change in the community by providing organizational communication best practices and guidelines to help leaders communicate information effectively and to motivate RGO employee job satisfaction. Improving RGO employee job satisfaction could result in consistent community involvement and increasing revenue for the community.

Nature of the Study

The issue of how leadership communication strategies motivate RGO employee job satisfaction makes the qualitative method suitable for this study. The qualitative method was appropriate when investigating a shared experience among a group of individuals worthy of examination and exploration (Doz, 2011). The qualitative method’s flexible structure enables researchers to explore participants lived experiences and why communication strategies that RGO leaders use help motivate employee job satisfaction. Quantitative analysis involves generating statistical data, which was not the intent of this study (Arghode, 2012). Mixed-methods researchers collect, analyze, and blend both quantitative and qualitative data into a study (Palinkas et al., 2011). The use of mixed-method research was not feasible for this study, because of the lack of numerical data and the blending of both quantitative and qualitative data.

Moustakas (1994) and Smith, Bekker, and Cheater (2011) identified the phenomenological design as the exploration, meaning, and essence of an experience shared among a group of individuals. A phenomenological design was appropriate when investigating and providing insight concerning leadership communication strategies and RGO employee job satisfaction. Ethnographic researchers focus on a cultural group and seek to answer questions pertaining to how the individuals of a culture live in society (Boddy, 2011). Omission of the ethnography design in this study was because of the lack of focus on the lives of a cultural group in society. Grounded theory researchers facilitate the discovery of a theory from collected data (Dunne, 2011). The grounded theory design was not suitable for this study. Evidence of theory discovery from the collection of data pertaining to leadership communication and RGO employee job satisfaction was not evident in this study. Case study researchers may use one single case to acquire data from real-life settings within a targeted population (Amerson, 2011). Although case study researchers acquire data from real-life settings of a targeted population or organization, generating any documents from the selected organization in this study was a challenge when gaining clearance to obtain sensitive governmental documentation. The phenomenological approach mitigates the challenge of gaining clearance to obtain sensitive governmental documentation by focusing on each participant’s personification of their experience with leadership communication strategies and employee job satisfaction through their physical bodies or work surroundings. Narrative researchers collect and analyze the narrative accounts or stories of individuals (Etherington & Bridges, 2011). The narrative design was not a part of this study because of the lack of collection and analyzing of individuals' extensive narrative accounts and stories in connection to leadership communication and RGO employee job satisfaction.

Research Question

The purpose of the study was to explore the communication strategies government agency leaders use to motivate employee job satisfaction. The overarching research question was: What strategies do government agency leaders use to motivate employee job satisfaction?

Manager Interview Questions

The semistructured interview questions (see Appendix A) for the study were:

1. Describe how the work you produce provides a feeling of job satisfaction.
2. Describe what leadership communication strategies motivate you to become more satisfied with your job,
3. Describe communication strategies you would suggest to other leaders to help motivate employee job satisfaction.
4. Describe how advice offered by other leaders helps motivate your job satisfaction.
5. Describe how clear instructions from leadership concerning job-related problems help motivate employee job satisfaction.
6. Describe how leadership support of professional development helps motivate your job satisfaction.

7. Describe how leadership concern for your professional wellness helps motivate your job satisfaction.
8. Describe how leadership stories’ pertaining to primary events in the organization’s past help motivate employee job satisfaction.
9. Describe how advice from leadership helps motivate your job satisfaction when taking on a new or altered job position.
10. What additional information would you like to add not covered in the interview questions?

Employee Interview Questions

The semistructured interview questions (see Appendix A) for the study were:

1. Describe how the work you produce provides a feeling of job satisfaction.
2. Describe what leadership communication strategies motivate you to become more satisfied with your job.
3. Describe communication strategies you would suggest to leadership to help motivate employee job satisfaction.
4. Describe how advice offered by leadership helps motivate your job satisfaction.
5. Describe how clear instructions from leadership concerning job-related problems help motivate your job satisfaction.
6. Describe how leadership support of professional development helps motivate your job satisfaction.
7. Describe how leadership concern for your professional wellness helps motivate your job satisfaction.

8. Describe how leadership stories' pertaining to primary events in the organization's past help motivate your job satisfaction.
9. Describe how advice from leadership helps motivate your job satisfaction when taking on a new or altered job position.
10. What additional information would you like to add not covered in the interview questions?

Conceptual Framework

Motivating employees is an everyday managerial task (Sullivan, 1988). The motivational language theory (MLT) helps researchers explore the nature of job satisfaction by focusing on leadership and employee communication strategies (Sullivan, 1988). Sullivan's MLT (1988) emerged from Searle's (1969) speech act theory of linguistics' three categories of utterances. Searle attempted to clarify how individuals use speech to accomplish actions and how a receiver of speech creates meaning from what the receiver hears (as cited in Hartelius, 2013). Leaders who use the MLT add to the idea that leadership communication may influence employee motivation through incorporating the speech act theory of linguistics' three categories of utterances: (a) empathetic (illocutionary) language, (b) direction-giving (perlocutionary) language, and (c) meaning-making (locutionary) language (Mayfield & Mayfield, 2012). According to Sullivan, the MLT helps researchers observe humans in a more extensive point of view. Leaders use the MLT as a lens to view leadership communication strategies and verbal communication among leaders and employees (Mayfield & Mayfield, 2012). The MLT also may help leaders communicate effectively with his or her employees to improve job satisfaction (Madlock, 2013). Leaders who use the MLT should apply the three utterances of the speech act theory of linguistics for a long period for job satisfaction to manifest among employees (Sullivan, 1988). Leaders who consistently apply the MLT when communicating with employees may see an improvement in employee job satisfaction (Sullivan, 1988).

Operational Definitions

The following definitions provide context for the study:

Direction-giving language: Direction-giving language occurs when members of leadership express employee performance expectations and guide employee task achievements (Mayfield & Mayfield, 2012).

Empathetic language: Empathetic language transpires when members of leadership share emotional concern for an employee to generate and display a sense of humanness (Mayfield & Mayfield, 2012).

Framing: Framing is a leadership communication strategy that uses language to create an interpretation of a leader's organizational reality (Fairhurst & Sarr, 1996).

Human motivation theory: The human motivation theory created by Maslow helps researchers to materialize a sequenced hierarchy of five levels of needs: physiological needs; safety needs; affiliation needs; achievement and esteem needs, and self-actualization. The five levels of needs help understand how humans are motivated to satisfy his or her biological, cultural, and situational needs (Maslow, 1943).

Job satisfaction: Job satisfaction is the attitudes and beliefs of employees concerning work conditions (Oyewobi, Suleiman, & Muhammad-Jamil, 2012).

Leader-member exchange theory: The leader-member exchange theory permits researchers to describe how members of leadership create a reciprocal exchange relationship with employees (Shweta & Srirang, 2013).

Meaning-making language: Meaning-making language takes place when members of leadership share his or her points-of-view of an organization's culture with employees (Mayfield & Mayfield, 2012).

Motivational language theory (*MLT*): Motivational language theory (MLT) allows researchers to investigate and describe the nature of job satisfaction by focusing on leadership and employee communication strategies within an organization (Sullivan, 1988).

Need-satisfaction model of job attitudes: The need-satisfaction model of job satisfaction allow researchers to focus on individuals and identifiable personal attributes of job situations that help mold the attitudes and motivation of individuals employed by an organization (Salancik & Pfeffer, 1977).

Speech act theory of linguistics: The speech act theory of linguistics permit researchers to clarify how individuals use speech to accomplish actions and how a receiver of speech creates meaning from what the receiver hears (Hartelius, 2013).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are issues or situations beyond a researcher's control (Simon, 2011). The assumption of the study was that all employees chosen to participate would respond to the questions honestly relating to leadership communication practices and RGO employee job satisfaction. Participants may hold back information during their interview sessions when the participant loses confidence in a work environment no longer perceived as stable. There may also be resistance on the part of employees when expressing their feelings if believing so could put them at jeopardy.

Limitations

A limitation is a potential weakness present in a researcher's study (Simon, 2011). The first limitation of this was that the opinions of the employees of the northeast Florida RGO may not be representative of the opinions of employees working for other RGOs. The second limitation was how participants maintain the capability to limit information or respond in a guarded manner during their interviews. The third limitation was the short time limit allotted to conduct research for the study.

Delimitations

Delimitations are characteristics a researcher can control in his or her study. Characteristics of delimitations limit the range and identify the boundaries of one's study (Simon, 2011). The first delimitation was the omission of individuals employed by the RGO within the last 5 years. The second delimitation was the possibility that the RGO employees' job satisfaction requirements may differ from employees' job satisfaction requirements of other RGOs.

Significance of the Study

Leadership communication and its influence on employee job satisfaction may add value to business in this study. The purpose of the qualitative phenomenological study was to explore successful leadership communication strategies that motivate RGO employee job satisfaction. Employees of a RGO in Florida were the population. Improvement of job satisfaction for the employees of the RGO contributes to the effective practice of business in the areas of consistent employee engagement, community involvement, and increased revenue for the community. Many of the studies in this study collectively mention effective communication (Arslan & Acar, 2013; Chen, Ployhart, Thomas, Anderson, & Bliese, 2011; Drury-Grogan & Russ, 2013) and how quality communication motivates employee job satisfaction. The study's results may provide evidence leading to actions instrumental in supporting and motivating RGO employee job satisfaction. The study results may contribute to improving social change in the community by providing organizational communication best practices and guidelines to help leaders communicate information effectively to motivate RGO employee job satisfaction. The results of the study reveal how effective leadership communication motivates employee job satisfaction within an RGO organization.

A Review of the Professional and Academic Literature

Some managers of government agencies in Florida lack sufficient communication strategies to motivate RGO employee job satisfaction (Hamdi & Rajablu, 2012). The purpose of the professional and academic literature section was to review current literature related to issues affecting the communicative relationships among leaders, employee, and job satisfaction. An intense analysis of the research studies discussed in the review of the literature addresses the topics of leadership communication practices, workplace communication, internal communication, job satisfaction, employee behaviors, attitudes, and trust. Ninety percent of the literature review's current sources were peer reviewed and published in 2011 or later. The other sources 10% were peer-reviewed articles published before 2011, non-peer-reviewed articles, and books related to the previously listed topics of the literature review. As the researcher, I used the following keywords to search for peer-reviewed articles: *business communication strategy*, *effective communication*, *job satisfaction*, *role of leadership*, *workplace communication*, *leadership communication*, *employee communication*, *employee reactions*, *and employee trust.* Studies appearing in the literature review section relating to leadership communication strategies, and job satisfaction (Abdullah & Antony, 2012; Arslan & Acar, 2012; Chernyak-Hai & Tziner, 2014; Edmans, 2012; Glavas & Godwin, 2013) might collectively show readers how the lack of effective communication may potentially create issues and problems among employees in connection to motivating job satisfaction. Collectively, studies relating to leadership, employee experiences, actions, and behaviors (Ko & Yeh, 2013; Lewis, Laster, & Kulkarni, 2013; Polito, 2013; Rehman & Naeem, 2012; Stevenson, 2012) may help researchers explain how leadership might develop positive communication strategies that motivate RGO employee job satisfaction and organizational growth. Included in the literature review was an overview of influential works in the field of business including the MLT (Sullivan, 1988), the human motivation theory (Maslow, 1943), and the need-satisfaction model of job attitudes (Salancik & Pfeffer, 1977). The two theories and the model provided an understanding of why leadership communication practices motivate RGO employee job satisfaction.

The intent of the study was to investigate and identify the need for effective communication patterns among leaders and employees to motivate RGO employee job satisfaction. Information from scholarly articles in the literature review helps researchers examine the current understanding of effective leadership communication strategies and employee job satisfaction. The organization of the literature review was as follows: (a) MLT, (b) leaders, employees, and workplace communication, (c) employee behaviors, attitudes, and trust, and (d) employee job satisfaction. The division of the literature review into four sections aided researchers to organize important focal points of interest in relation to the research topic. Organizing the literature review by topic provided a solid research foundation relating to the topics of leadership communication strategies and motivating employee job satisfaction.

Motivational Language Theory

A concern for this study was that communication between leadership and employees is sufficient to motivating job satisfaction. Sullivan's (1988) MLT helps researchers explore how leadership communication may motivate employee job satisfaction. Leadership who communicate with employees may use MLT to enhance and motivate employee job satisfaction (Hartelius, 2013). To clarify an individual's use of speech to accomplish actions, MLT generates meaning from what receivers hear and how receivers respond to the received information to improve job satisfaction (Hartelius, 2013; Mayfield & Mayfield, 2012). Four important assumptions set the foundation for MLT (Sullivan, 1988). The first assumption is information shared by leaders affects employee motivation. Second, leadership communication reduces uncertainty, assures employees self-worth, increases employee knowledge, and guides employees in their work. Third, uncertainty-reducing managerial speech acts are a focus of current motivational theories. Fourth, leaders should employ a variety of speech acts to influence leadership communication and motivate employee job satisfaction (Sullivan, 1988).

The MLT (1988) emerged from the speech act theory of linguistics' (1969) three categories of utterances (a) empathetic (illocutionary) language, (b) direction-giving (perlocutionary) language, and (c) meaning-making (locutionary) language (Mayfield & Mayfield, 2012). According to Mayfield and Mayfield, empathetic language is when leadership shares emotional concern for an employee to generate a sense of humanness. An example of empathetic language is a leader providing positive verbal praise to an employee for a job well done. Direction-giving language occurs when leadership expresses employee performance expectations and guide employee task achievements (Mayfield & Mayfield, 2012). For instance, leadership uses direction-giving language to set task achievements and provide performance feedback to employees. Meaning-making language takes place when a leader shares his or her points-of-view of the organization's culture with employees (Mayfield & Mayfield, 2012). A leader sharing stories of successful organizational achievements over a business lunch is an example of using meaning-making language.

Combining functions of the speech act theory of linguistics' (1969) three categories of utterances influence motivational language and job satisfaction among employees (Sullivan, 1988). Leaders who use the MLT should implement the three utterances of the speech act theory of linguistics over a long length of time for job satisfaction to manifest among employees (Sullivan, 1988). Leaders who consistently apply the MLT when communicating with employees may see an improvement in employee job satisfaction (Sullivan, 1988). Yin and Kuo (2013) investigated organizational communication problems, and how direct and indirect speech acts influence employee comprehension of language. Employee comprehension of speech expression during the developmental and maintenance stages of an organization was the focus of the investigation. Professionals who interact with employees during information systems projects used polite speech acts in the workplace when communicating with employees. Yin and Kuo identified professionals who relied upon using politeness to communicate with employees, to please others, or to avoid interpersonal conflict received bad information systems outcomes. Executives who develop and maintain effective leadership communication strategies use excessive polite communication to provide adequate resources and time when facilitating meetings and department interactions centered on communication issues (Yin & Kuo, 2013). Executives should also invest in organizing and implementing a training program to enhance professional communication skills (Yin & Kuo, 2013). The information in Yin and Kuo's study may serve as a foundation for future research pertaining to how an individual's culture may affect speech acts, and how the speech acts may influence employee productivity and organizational performance.

As proposed by Sullivan (1988), current motivation theories should extend their focus to using language as a means of motivation. The three roles of language in motivation theory (a) uncertainty-reducing acts (perlocutionary), (b) human-bonding acts (illocutionary), and (c) meaning-making acts (locutionary) motivate job satisfaction and improve employee performance (Sullivan, 1988). Uncertainty-reducing acts motivate leaders to reduce uncertainty; through task-related goals (Sullivan, 1988). Leaders use the uncertainty-reducing acts to influence employees to use work production as a tool to attain work related goals (Sullivan, 1988). Human-bonding acts inspire leaders to use human connections and empathy to connect with employees (Sullivan, 1988). Leaders use the human-bonding acts to establish self-worth and trust among employees (Sullivan, 1988). Leaders who use the meaning-making acts use words, sentences, and informal conversations (small talk, managerial role-playing, account giving, and metaphoric language) between leadership and employees as a means of motivation instead of using uncertainty reduction or human bonding (Sullivan, 1988). The creation of the three roles of MLT links the use of words, sentences, and informal conversations of the meaning-making (locutionary) acts with the uncertainty-reducing acts (perlocutionary), and the human-bonding acts (illocutionary) to motivate employee job satisfaction (Sullivan, 1988).

Zaman, Nas, Ahmed, Raja, and Marri (2013) examined employee intrinsic motivation and job satisfaction. Individuals find satisfaction with their jobs when motivated. Intrinsic motivation comes from within an individual, rather from an external reward (Zaman et al., 2013). Intrinsically, individuals are motivated to seek intrinsic satisfaction from work production (Zaman et al., 2013). The four components (meaningfulness, choice, competence, and progress) of intrinsic motivation allow employees to find positive satisfaction in their work (Zaman et al., 2013). Zaman et al. found a relationship between intrinsic motivation and employee job satisfaction that encompass a desire among employees to do a good job and cultivate personal pride.

Maslow's (1943) human motivation theory adds substance to the MLT. The theory enhances the leaders awareness and need for effective leadership communication when motivating positive job satisfaction among employees. According to Maslow (1943), the theory implies that human motives materialize into a *hierarchy* of five levels of needs: (a) physiological needs (food, shelter, sleep), (b) safety needs (protection from elements, stability, freedom from fear), (c) belongingness needs (affection and love from and individuals work group, family, friends, and romantic relationships), (d) esteem needs (achievement, self-respect, respect from others), and (e) self-actualization needs (realizing personal potential, self-fulfillment). Theorist Aiderfer assumed that as one level of the hierarchy is fulfilled, depending on an individual's (employee's) characteristics, the next level of need starts to be nurtured and strengthened (as cited in Salancik & Pfeffer, 1977). Aiderfer also stated that the flow continues until the individual (employee) has fulfilled the final level of self -actualization (as cited in Salancik & Pfeffer, 1977). Every individual (employee) has the capability and drive to advance from one level to the other (Maslow, 1943). Unfortunately, the flow of advancement is often impeded when a lower level of need is not completely fulfilled.

Issues in an employee's job position may also cause a disruption in the flow of advancement in the hierarchy and create a decline in job satisfaction and motivation (Maslow, 1943; Salancik & Pfeffer, 1977). Theorist Karl Weick explained the state of the employee's motivation might lead to the behaviors and attitudes of the employee regarding job satisfaction (as cited in Salancik & Pfeffer, 1977). Salancik and Pfeffer's need-satisfaction model of job attitudes also adds substance to the MLT and generates an understanding of how the expectations and needs of the employees develop a sense of satisfaction with their jobs. The need-satisfaction model of job attitudes is built on Maslow's human motivation theory (Salancik & Pfeffer, 1977). Salancik and Pfeffer stated the need-satisfaction model of job attitudes when applied as a theory, would promote job motivation. Need-satisfaction is fundamental to employees when achieving the best work experiences possible (Andreassen, Hetland, & Pallesen, 2010).

The model demonstrates to leaders how employees present the capacity to provide personal satisfaction by cognitively reconstructing situations (Salancik & Pfeffer, 1977). Need-satisfaction becomes useful for researchers when understanding the influence leadership style, and job characteristics have on an employee's performance, wellness, and job satisfaction (Van den Broeck, Vansteenkiste, De Witte, Soenens, & Lens, 2010). A positive work environment motivates employees to create satisfaction in their job situation (Christian, Garza, & Slaughter, 2011). Employees who experience job satisfaction encounter a calling or connection between their job and work production for the company, pride placed on work production, and the employees who add value to their work and the organization (Fisher, 2010).

Fan, Chen, Wang, and Chen (2014) investigated the effects of leaders' motivating language (ML) and method of feedback from virtual team members concerning creative performance. The research responses were collected from a sample of 107 students from two Central Taiwan universities. Participants included business administration undergraduate students and MBA students with full-time jobs. Thirty virtual teams were randomly assigned three undergraduate juniors and two MBA students. Fan et al. stated that leaders' ML and feedback methods provided via e-mail instructions presented a different interaction effect on a participant's idea generation and creativity performance. Participants who received direction-giving instructions under the demanding feedback method generated more ideas during the research. Participants who received empathetic language instructions under the encouraging feedback method exhibited higher creative performance during the research. Fan et al. also demonstrated that some factors (task forms, rewarding systems, language skills, prior online collaboration experiences, and cultural backgrounds) affected the effectiveness and efficacy of virtual teams.

Some scholars have questioned the embedded assumptions in MLT that uncertainty-reducing information is exchanged through leader-employee language exchanges, and that members of leadership communicate equally with employees (Mayfield & Mayfield, 2012; Mayfield, Mayfield, & Kopf, 1995). Scholars Conger, Fairhurst, and Sarr made valuable contributions to extending the scope of MLT to include organizational vision and the use of framing (as cited in Mayfield & Mayfield, 2012).

Conger created a link between organizational vision and managerial leadership's ability to communicate effectively with employees (as cited in Mayfield & Mayfield, 2012). An examination of leadership practices revealed how important incorporating language skills are to leadership practices when generating enthusiasm and motivation among employees. Conger also stated that an organization's vision should have meaning for leadership communication to play an important role in employee acceptance of the organization's vision. Fairhurst and Sarr discussed how to manage the language of leadership through framing. Framing is a leadership communication strategy that uses language to create an interpretation of a leader's organizational reality (Fairhurst & Sarr, 1996). Leaders use framing to influence employee decisions and the reality in which the employee operates. Framing influences the way an employee view his or her leader's beliefs and competency (Fairhurst & Sarr, 1996). Fairhust and Sarr provided an understanding of leaders using framing to communicate and motivate an employee to think along the lines of his or her leaders.

The argument that members of leadership communicate equally with employees and share uncertainty-reducing information through leadership and employee communication in MLT is a part of an average leadership style (Mayfield & Mayfield, 2012). The leader-member exchange (LMX) theory enables researchers to challenge the style of average leadership (Mayfield & Mayfield, 2012). The LMX theory allows researchers to describe how members of leadership create a reciprocal exchange relationship with employees (Shweta & Srirang, 2013). The LMX challenged the MLT by increasing researchers' understanding of employee attitudes, behaviors, performance, and positive leader relationships with employees (Michael, 2014).

Goh and Wasko (2012) explored how leadership in virtual world teams (VMTs) influenced employee performance. An important leadership responsibility is to provide employees with access to resources essential when performing job functions. The research responses were collected from 61 of the VMT employees. The LMX theory helped the researchers predict that leader-member relationship does not directly affect employee performance. Instead, employees with excess to allocated resources (empowerment, training, and development opportunities) and a high-quality relationship with their leader, directly affected employee performance. Low-quality relationships between leaders and employees exhibited a lack of employee motivation, and created a reduction in allocated resources shared with employees. The findings of Goh and Wasko were consistent with the LMX theory. Goh and Wasko findings suggested that further examination into the phenomena help identify what allocated resources influence employee performance.

The MLT helps researchers understand humans as individuals while focusing on efficacy, meaning, and bonding when collecting data (Sullivan, 1988). To create meaning from the MLT and collecting data from participants, the Stevick-Colaizzi-Keen method of analysis of phenomenological data helped researchers organize, analyze, and synthesize data (Moustakas, 1994). I used the six steps of the modified Stevick-Colaizzi-Keen method to (a) describe participants personal experiences with the phenomenon of communication strategies RGO leaders use to motivate employee job satisfaction, (b) create a list of important statements concerning the participants' experiences, (c) take the statements and compile them into larger groups of information or themes, (d) write a description of what the participants experienced as a part of the phenomenon, (e) write a description of how the experience occurred, and (f) write a composite description of the phenomenon the participants are experiencing (Moustaka, 1994). A benefit of researchers using the Stevick-Colaizzi-Keen method is the sense of transforming the participants' experience into a written description of the participants' essences (emotions) (Giorgi, 2009). A consequence of researchers using the method is participants may hold back emotions concerning the essence of their experience (Giorgi, 2009).

One important task for leaders is to establish motivation among employees by building work relationships and creating a work atmosphere of job satisfaction, low absenteeism, and turnover (Swartling & Poksinska, 2013). An employee who experience job satisfaction encounter a calling or connection between his or her job and his or her work, the pride placed on work, and the level of value added to his or her work and organization (DiPietro, Kline, & Nierop, 2014). Communication and trust from leaders enables cooperative behavior and promotes effective responses from employees (Beukers, Bertolini, & Te Brömmelstroet, 2014). Leadership communication adds a stronger sense of job satisfaction, motivation, commitment, performance, and trust among employees as well as enhances organizational growth.

Leaders, Employees, and Workplace Communication

In the world of business, people are the greatest asset to an organization (Mishra, Boynton, & Mishra, 2014). Regardless of the area of business, quality leaders are essential to the success of an organization. Leaders enhance their talents and strengths by acquiring the ability to control the actions and attitudes of employees for the benefit of an organization (Al-sharafi & Rajiani, 2013; Karakas & Sarigollu, 2013). Higgs and Rowland (2010) discussed the role of leadership in the context of self-understanding and underlying systems. Higgs and Rowland also discussed traps leaders may succumb to that prevented their organization from growing. Understanding the underlying system, oneself, and framing changes are essential leadership traits Higgs and Rowland suggested as necessary for effective leadership. Alamsjah (2011) investigated the perceptions of leaders regarding the execution and successful implementation of business plans. Leaders were capable of executing the strategy once leaders shared an understanding of the accomplishments with employees (Alamsjah, 2011). Understanding the organization's accomplishments highlight the significant importance of the role of leadership and opportunities of empowerment and job satisfaction among employees.

Executives who implement leadership development programs possess the capability to develop and prepare leaders for employee reactions to organizational issues and concerns (Abrell, Rowold, Weibler & Moenninghoff, 2011). Leadership development programs aid in the improvement of leaders and potential leaders within an organization (Abrell et al., 2011). Leadership development programs focus on leadership responsibilities or activities in the areas of job satisfaction, motivation, performance problems and developing a functioning work environment (Abrell et al., 2011). Smet, Lavoie, and Hioe (2012) focused on the importance of developing better leaders. Placing the development of quality leaders at the center of a major operational-improvement program would be an excellent idea to deploy a new production system around the globe. Some challenges were impossible to ignore. The challenges consisted of the stigma of incompetence, view of the organization's current performance, and passive-aggressive conflict between leaders and employees. The effects of the challenges developed a lack of trust in leadership, disengagement, and pervasive fear of making mistakes (Smet et al., 2012). Smet et al. provided supportive information concerning the need for leadership training as a means of building organizational strengths and creating networks of knowledgeable and effective leaders.

Cunningham (2012) examined the creation of leadership development programs and the development of positive and engaging work environments. Positive work environments that produce quality leaders are more useful in the areas of supporting and motivating employees (Cunningham, 2012). The objective of leadership development programs is to train leaders on how to increase employee morale, handle compliance issues, motivate, and reduce employee turnover (Cunningham, 2012). Cunningham learned how maximizing the effectiveness of an organization's leadership pool is critical to obtaining peak performance levels of participating leaders. Cunningham also suggested that organizations generate a well-designed leadership development program to help create sustainability, collaboration, and growth among employees and leaders. Executives may build on the organization's strengths and create networks of effective leaders after successfully implementing a leadership development program (Smet et al., 2012).

Leadership development programs develop quality leaders who serve as proactive participants when successfully leading employees (Smet et al., 2012). Ray and Goppelt (2011) focused on how leadership development programs help to improve the skills of leaders. Leadership development programs focus on larger systemic issues facing the organization (Ray & Goppelt, 2011). Organizational development practitioners find it challenging to help managers learn what is happening and facilitate new methods of strengthening leadership skills (Ray & Goppelt, 2011). Researchers and practitioners create collaboration in which employees, academics, and other practitioners blend their different perspectives and competencies to coproduce knowledge about complex organizational problems (Ray & Goppelt, 2011). Critical analysis may have little practical value on the role of leadership unless researchers and practitioners may facilitate people in organizations to help shape and construct the organization. Newhall (2011) explained how leaders rate themselves when feeling ill-equipped to handle the pace of their positions. In a comparison of low and high-performing companies, the high-performing companies rated their leadership effectiveness as excellent. Newhall also mentioned that internal hires that complete a leadership development program are more successful than external hires.

Quality leaders created from leadership development programs help cultivate healthy relationships with employees (Cunningham, 2012; Maharani, Troena, & Noermijati, 2013). Quality leaders may motivate employees to achieve specific corporate goals while working closely with colleagues (Noordin, Omar, Sehan, & Idrus, 2010). Leaders who use effective communication strategies to provide information to employees motivate job satisfaction (Abd-El-Salam, Shawky, El-Nahas, & Nawar, 2013). Employees base organizational uncertainty as unpredictable and unstable (Gómez & Ballard, 2013). During times of uncertainty, employees encountered pressure from their job positions and became dissatisfied rather than satisfied with their current job situation (Ikyanyon, 2012). Organizational virtues like trust, optimism, and integrity help reduce employee turnover, increase job satisfaction, and create a sense of resiliency among employees (Bies, 2013; Bisel & Messersmith, 2012; de Fatima Oliveira, 2013). Leadership communication provides employees with information on whom the change may or may not affect in the workplace (Chernyak-Hai & Tziner, 2014). Employees support the importance of leaders communicating information and improving employee job satisfaction (Chernyak-Hai & Tziner, 2014).

Communication is a construct that many businesses have in common (DeKay, 2012). Communication represents a complicated process of transmitting messages through a channel where the receiver may decode the message as well as decipher needed information at the same time (DeKay, 2012). The flow of communication may enhance the infrastructure of an organization (Ristic, Mihailovic, Cekerevac, Kudumovic, & Karovic, 2012). Leaders spend more than half of their work time verbally communicating with employees (Keyton et al., 2013; Von Rosenstiel, 2011). According to Timmins (2011), leaders use their communication skills to influence policy, role modeling productive communication behaviors, and the development of a healthy work relationship with employees. Leaders who communicate effectively help reduce negative perceptions and motivate job satisfaction, job performance, and productivity among employees (Arslan & Acar, 2013; Žemgulienė, 2012). Leaders who communicate effectively may demonstrate professional trustworthiness among employees (Blume, Baldwin, & Ryan, 2013; Clifton, 2012). According to Kotter's (1996) seminal work about leadership, the role of leadership is beneficial to the process of job satisfaction when leaders use effective communication strategies to empower employees. Leaders should discontinue communication strategies that do not work and adopt communication strategies that do work (DeKay, 2012; Smith, 1996).

Effective workplace communication is a component of leadership. The main idea of effective workplace communication is when leaders possess the ability to express information to employees in a format employees may understand (Glavas & Godwin, 2013). Effective leadership communication aids when promoting a product or service, or relaying information to employees within an organization (Cockburn-Wootten & Cockburn, 2011; Sinha, 2012). The majority of leadership problems similar to misunderstanding and misrepresentation of information stem from a lack of effective leadership communication (Bartelt & Dennis, 2014). Effective leadership communication causes employees to be more satisfied and exhibit fewer intentions of leaving their present job position (Gómez & Ballard, 2013).

Effective communication practices provide detailed information and breaks down communication barriers displayed by employees (García-Morales, Matias-Reche, & Verdu-Jover, 2011). Communication barriers restrict and create an uneven flow of messaging between individuals within their work environment (Ristic et al., 2012). Members of leadership who fail to tackle issues of communication barriers risk devaluing the understanding of information given to employees (Ristic et al., 2012). Effective communication practices (face-to-face, oral, and written) within an organization enhance employee job performance, job satisfaction, and productivity (Manning, Waldman, Lindsey, Newberg, & Cotter-Lockard, 2012; Stryker & Santoro, 2012).

The physical layout of the work environment should also facilitate face-to-face communication between leaders and employees as well as breed productive collaboration (Mehta et al., 2011; Stryker & Santoro, 2012). Leaders who use face-to-face communication accomplish work-related task and cultivation of workplace relationships with employees (Stryker & Santoro, 2012). Effective communication demands intense preparation for leaders implementing the skill. Effective communication is a skill used by leaders to improve job satisfaction of employees (Nwagbara, Smart Oruh, Ugorji, & Ennsra, 2013). In every organization, effective communication help leaders and employees communicate valuable information (Drury-Grogan & Russ, 2013; Hanumantharao, 2011; Selvalakshmi, 2012; Showry & Manasa, 2012). Kraemer (2011) stated the skill of listening constitutes 90% of effective communication, and the other 10% of effective communication are verbal. Active listening indicates a leader’s appreciation of and an interest in his or her employees therefore contributing to job satisfaction (Vickery, Keaton, & Bodie, 2015). Leaders used both listening and verbal communication to communicate information respectful to their employees (Kraemer, 2011). A leader’s ability to listen and verbally communicate effectively is important to his or her work relationships with employees.

Effective communication starts with the leader. Leaders should communicate in a clear, simple, concise, and straightforward style (Kraemer, 2011). The improvement of communication within an organization provides leaders with the opportunity to share information with employees (Glavas & Godwin, 2013). The implementation of effective communication may be a tool of motivation to improve employee job satisfaction (Arslan & Acar, 2013). Groysberg and Slind (2012) focused on how leaders manage communication within their organization. Traditional corporate communication should allow leaders to create a process more dynamic and sophisticated. Importantly the process should be conversational. The researchers identified four elements of organizational conversation that reflected the essential attributes of interpersonal conversation: intimacy, interactivity, inclusion, and intentionality. Leaders who power their organizations through conversation-based practices need not worry about making an error when managing their employees. According to Ainsworth (2013), awareness of organizations becoming successful after the implementation of effective communication strategies requires and receives less attention and resource allocation of funds.

The implementation of effective communication might reduce any entrenched emotional trauma, loss of self-confidence, or low self-esteem employees may experience (Obermiller, Ruppert, & Atwood, 2012). According to Okoro and Washington (2012), the increase of a diverse workforce includes a broad range of communication challenges and barriers including traditions, skills, experiences, and attitudes toward the work and employees, which might affect communication in the workplace in a negative way. Leaders strengthen trust and confidence in employees when leaders communicate information effectively. Leaders should share and respond to employees in a timely manner while practicing active listening and clear communication (Glavas & Godwin, 2013). Leaders should effectively communication the importance of implementing oral and written communication in the workplace (Stryker & Santoro, 2012).

Oral communication enhances meetings, interviews, and group discussions in both formal and informal settings. Written communication develops reports, manuals, memo in both formal and informal formats (Cosman, 2013). Delivering information to employees face-to-face is more efficient than using email, texting, or phone calls as a means of communication (Kupritz & Cowell, 2011). Using face-to-face communication breeds productivity and job satisfaction among employees and leaders. Face-to-face communication provides information more efficient among employees and leaders than any other communication type (Stryker & Santoro, 2012). Jain (2012) discussed how communication promotes a product, service, or organization; relay information within the business; and deal with organizational issues. Jain stated that communicators should develop good communication skills to enhance the growth of an organization. The types of communication discussed are oral communication, written communication, methods (channels) of communication (web-based, video conferencing, e-mails, reports, presentations, telephonic meetings, and forum boards), and face-to-face meetings (Jain, 2012). The different types of communication help explain the difference between internal and external communication. Jain concluded that business communication is an important aspect of any business and improves communication strategies.

Bisel, Messersmith, and Kelly (2012) provided information regarding the function and effects of leadership and employee communication as an attempt to encourage business communication and focus beyond a one-dimensional view of communication in the workplace. The ideas represented an argument that connected and clarified the associations between micro-level leadership and employee communication behaviors and macro level organizational learning (Bisel et al., 2012). Bisel et al. explained how command structures produced relational contexts that created consequences for communication behaviors between leaders and employees. Specifically, Bisel et al. explained how employees' reluctance to disagree with leadership resulted in silence or equivocation. In turn, Bisel et al. explained how organizational suppression of the rebellion produced a barrier to organizational learning and adaptation.

The interaction between employees and leaders affect leadership communication strategies and group commitment. Leaders and employees intermingling positively, creates a work environment that promotes upward openness and job relevant communication (Ainsworth, 2013). Bisel et al. stated command structures created consequences for communication behaviors between employees and leaders. Brunetto, Farr-Wharton, and Shacklock (2011) examined the relationship between leadership and employee communication. Participants of the study disclosed a low level of satisfaction when communicating with leaders and a high level of leadership uncertainty (Brunetto et al., 2011). Leadership uncertainty did not play a significant factor in the affective commitment of participants and the work production (Brunetto et al., 2011). Brunetto et al. findings of the study indicated leaders should develop and promote communication that empowers colleagues, employees, and cultivate healthy work relationships (Brunetto et al., 2011).

Lehtimäki, Kujala, and Heikkinen (2011) focused on corporate responsibility in the area of communication. Lehtimäki et al. examined how corporate responsibility and its tensions are articulated in a controversial situation concerning foreign investment. In the area of conflict, company executives may use various methods and communication channels to communicate their practices to different audiences; increasingly, engaging in direct dialogue with stakeholders (Lehtimäki et al., 2011). Lehtimäki et al. concluded that the common worlds approach in the study could help to address different viewpoints and worldviews of various audiences.

Productive leadership and employee workplace communication is an example of internal communication. Internal communication allows leaders of an organization to share information with employees. Iyer and Israel (2012) identified internal communication as a strategic target for business communication to build personal relationships between leaders and employees. The sharing of too little information creates distrust and speculation, and too much information might create an information overload (Iyer & Israel, 2012). Leaders should provide and respond to information, listen actively, and communicate clearly with their employees (DeKay, 2012). Internal communication is the line of communication that conveys information from leaders to employees (Mazzei, Kim, & Dell’Oro, 2012).

Based on the work of Iverson and Zatzick (2011), leaders of an organization who practice internal communication should redirect their focus from organizational issues to maintaining efficient work practices when communicating with employees. Establishing employee's job roles and responsibility is important to the practice of internal communication and job satisfaction (Arif, Zubair, & Manzoor, 2012). Internal communication is a series of communication strategies leaders use to encourage two-way communication. Internal communication may assist in the transfer and exchange of information between leadership and employees (Jimenez-Castillo &Sanchez-Perez, 2013; Steyn, Steyn, & van Rooyen, 2011; Xiaojun & Venkatesh, 2013). Internal communication allow leaders to create a work setting that inspires employees to work together and avoid any conflicts originating from a lack of leadership communication (Alexandra-Mihaela & Danut, 2013; Arif et al., 2012; Cromity, 2011; Wist, Schaefer, Vogler, & Wollowski, 2011). Internal communication also provides leaders with cohesion, coherence, and job satisfaction to help improve leadership and employee work abilities (David, 2011; Singh, 2013).

The practice of internal communication is important when leaders interact with employees (Ruck & Welch, 2012; Welch, 2012). Leaders who implement internal communication achieve employee engagement, effectiveness and meet the needs the organization (Welch, 2013). Leadership should invest time and energy into developing trust and commitment among employees (Togna, 2014). Internal communication varies from office water cooler talk to formal corporate communication (Kataria, Kataria, & Garg, 2013; Welch, 2013). The rise in internal communication started in the United States in the 1990s and soon spread to Europe where it began to strengthen during the 2000's (Tkalac Verčič, Verčič, & Sriramesh, 2012). Internal communication uses employee preferences to meet and ensure employee organizational needs (Ruck & Welch, 2012).

Internal communication plays a role when developing positive employee behaviors, attitudes, commitment, job satisfaction, organizational relationships, and productivity (Men & Stacks, 2014). A successful leader implements internal communication to promote employee alertness of opportunities, risks, and develops employee knowledge of work task and goals (Welch, 2012). Leaders use internal communication to develop meaning from the work employees produce and organizational values (Men & Stacks, 2014). The internal process of communication creates a sense of community among leaders, employees and influence work relationships, trust, and commitment (Karanges, Beatson, Johnston, & Lings, 2014). Internal communication is nonexistent when employee job satisfaction, trust, and loyalty disappear among employees (Abdullah & Antony, 2012). Leaders who communicate with employees frequently establish job satisfaction, trust, and loyalty in the workplace (Karanges et al., 2014).

The process of internal communication strengthens the connection between an organization and its stakeholders (executives, leaders, employees, board members) (Karanges, et al., 2014). Positive internal communication interactions improve work relationships and increase positive employee attitudes, behaviors, and productivity (Karanges, et al., 2014). Mazzei (2010) research about internal focused on intangible resources of internal communication rather than organizational boundaries. Internal communication acts as an interactive process focusing on creating knowledge and allegiance (Mazzei, 2010). The organizations participants displayed a strong sense of how knowledge and employee attitudes add to the organization's success (Mazzei, 2010). Organizations promoting active communication behaviors among managers and employees contribute to the advancement of internal communication (Mazzei, 2010).

Interpersonal communication within a work setting is just as important as business writing or facilitating professional presentations (Hynes, 2012). Maintaining an effective interpersonal relationship among professionals is critical in a professional setting; individuals who interact with others may reveal an array of cultural beliefs and decision-making advances (Hynes, 2012). Zeffane, Tipu, and Ryan (2011) focused on how communication is the main catalyst for trust. Trust might affect communication patterns as communication patterns play a role in the relationship between trust and other forms of organizational variables (Zeffane et al., 2011). Communication and trust relationships are complex and may be difficult to produce with a definite direction to who influences whom and the relationship between leadership and employees (Zeffane et al., 2011). According to Colquitt and Salam (2009), communication between a leader and employee affected the amount of trust between the two individuals. Trust between leaders and employees encourage factual communication and collaboration (Colquitt & Salam, 2009). Employees who trust their leaders are open to sharing facts and information frequently (Colquitt & Salam, 2009). Employees who distrust their leaders are less open and tend to withhold information (Colquitt & Salam, 2009).

Based on Abugre's (2011) research, a significant relationship exists between leadership communication, peer relationships, and employee job satisfaction (Abugre, 2011). Employees preferred effective leadership communication behavior because of positive effects the skill had on employees in an organization in the area of job satisfaction (Abugre, 2011). The development of peer relationships in a work environment helps employees become more open to communicating with each other concerning organizational issues (Abugre, 2011). Peer relationships assisted in the reduction of workplace stress, strengthening communication patterns, and increasing employee job satisfaction (Abugre, 2011). The negative effect peer relationships have on a work environment sometimes occur when communicative friendship bonds are stronger than the employee's commitment and loyalty to their leaders and organization (Schaubroeck, Chunyan Peng, & Hannah, 2013). Effective leadership communication and the development of peer relationships may create a work atmosphere of understanding and job satisfaction. Employees who display positive communication behaviors excel in their work and focus on helping other employees to improve their organizations work environment (Bartelt & Dennis, 2014; Mancl & Penington, 2011). Negative communication behaviors may be damaging to employees and the organization for which the employee works (Bartelt & Dennis, 2014; Mancl & Penington, 2011).

Employee Behaviors, Attitudes, and Trust

Leadership communication affects employee behaviors, job satisfaction, productivity, and growth among leaders and employees (Omoruyi, Chipunza, & Samuel, 2011; Phipps, Prieto, & Ndinguri, 2013). Leaders who support and communicate effectively with their employees are capable of helping decrease negative employee behaviors, confusion, and anger as well as increase emotional strength, empowerment, and job satisfaction (Şahin, Çubuk, & Uslu, 2014). According to Omoruyi et al., (2011), the influence leadership communication has on an employee's behavior varies. Employee's behaviors may reflect their knowledge and understanding of what is occurring in their work environment (Lewis et al., 2013). The way employees think, behave, and feel creates both negative and positive behaviors among employees (Penava & Šehić, 2014; van der Smissen, Schalk, & Freese, 2013). An employee's sense of uncertainty and fear pertaining to the future of his or her job also influence employee behaviors (Wen-Hai, Feng-Hua, & Chih-Kai, 2012). Employee behaviors change and promote job satisfaction through the increase of positive interactions and relationships with leadership (Langley, Smallman, Tsoukas, & Van De Ven, 2013).

Balser and Winkler (2012) discussed the behavior of employees. In detail, Balser and Winkler provided information on the leadership of the International Brotherhood of Electrical Workers (IBEW). The leadership of IBEW implored members of the organization to alter their behavior on the job (Balser & Winkler, 2012). The IBEW leadership organization modified the effort bargain between employees and leaders (Balser & Winkler, 2012). The analysis of the study focused on how employees responded to the leadership's decision and the factors that guided their behavior. Balser and Winkler explained how displaying cooperative behavior on the job strongly associated with employees' attitudes, measure the understanding of employees' commitments to their occupation. Ardichvili (2011) discussed the link between PsyCap and employee behaviors, attitudes, and performance outcomes and how employee's attitudes and behaviors cause a negative dip in their morale. The topics discussed by

Ardichvili influenced PsyCap included the ongoing research on the meaning of work and working research on negative behaviors in organizations, including micro-aggressions and workplace rudeness. Ardichvili's results showed significant positive relationships between PsyCap and employee job satisfaction, organizational commitment, organizational citizenship, and job performance.

Hernes and Braenden (2012) investigated the behaviors of leaders, and the reactions of employees' have toward such managerial behaviors. Managers exert a variety of behaviors ranging from excellent to inferior. Hernes and Braenden considered following the effects of the employees as more or less mechanical responses to what their managers do as leaders. Hernes and Braenden explored the relationship between ethical leadership behavior and employee psychological wellness and job satisfaction. Hernes and Braenden found leaders exhibiting ethical leadership reinforce appropriate conduct. Behaviors displayed by leaders also encouraged two-way communications to enhance psychological wellness on the part of employees (Hernes & Braenden, 2012). The enhanced feelings of wellness translated into increased psychological ownership and job satisfaction (Hernes & Braenden, 2012). While the ethical behavior of the leader influenced the feeling of wellness, Hernes and Braenden found there to be a stronger correlation to employee job satisfaction. Hernes and Braenden contended how this area of research is still developing. Evidence from Hernes and Braenden's research suggests that strong ethical leadership creates a work environment contributing to employee wellness and job satisfaction.

Leaders of the organization became concerned about the loyalty of employees and their need to protect their employee's job to maximize loyalty and job satisfaction (Rehman & Naeem, 2012). Rehman and Naeem discussed how complex organizational issues influenced loyalty; increased job in-security, and revealed negative behaviors affecting employee performance while working in such a tense environment. Rehman and Naeem also considered employees' fear of losing their jobs and in the increase of stress, dissatisfaction, and high turnover. To defuse negative actions, behaviors, and expectations of employees, leaders should work toward improving communication with employees (Polito, 2013). Leaders who develop strong internal communication skills positively affect employee behaviors. Iverson and Zatzick (2011) examined the link between the process of organizational performance and its effects on employee behavior and morale. Employee morale and welfare should be particularly important for high-performance work systems (HPWS) that rely on human capital for competitive advantage (Iverson & Zatzick, 2011). The researchers tested the hypothesis with a sample of organizations that had experienced change. The results of the research supported the prediction that organizations with more extensive HPWS may heighten the consideration for employees' morale and behavior (Iverson & Zatzick, 2011).

Stevenson (2012) demonstrated how leaders who communicate information openly and critically helped build and sustain effective relationships among employees and promote commitment and trust. Leaders who value open communication learn the importance of self-organizing and the effect the action had on employee behaviors and attitudes (Stevenson, 2012). Successful leaders seek to observe employees and regain the essence of what is fair and reasonable (Stevenson, 2012). Stevenson indicated how the next decade opened up new ways of thinking and implementing strategies to tap into human potential and distinctive self-organizing capacity that exists within a well-trained leader. Leader's embracing self-organization might help improve challenges created by the lack of employee commitment and trust.

Leaders might use emotions to motivate employees or generate pressure to control the behavior of employee's (Siebert-Adzic, 2012). An employee's positive emotions and behaviors have the potential to influence how an employee may perform work activities (Li & Tan, 2013). An employee experiences emotional pleasure from his or her job, achieve positive feedback, and recognition when adding value to an organization (Warr & Inceoglu, 2012). Salancik and Pfeffer's (1977) need-satisfaction model of job attitudes, Maslow's human motivation theory (1943), and Sullivan's MLT (1988) provides researchers with valuable knowledge pertaining to the recognition of positive and negative organizational behaviors displayed by employees and the importance of implementing effective leadership communication.

Job positions present a set of features significant to individual employee needs when using the need-satisfaction model of job attitudes and human motivation theory. The need-satisfaction model of job attitudes and MLT enhances a researchers understanding of negative behaviors and attitudes employees display (Salancik & Pfeffer, 1977; Sullivan, 1988). The model and theory permit researchers to support the practice of effective leadership communication to enhance job satisfaction (Salancik & Pfeffer, 1977; Sullivan, 1988). The human motivation theory helps researchers create a connection between the basic needs of humans (physiological needs; safety needs; belongingness needs; esteem needs and self-actualization needs) and the behavior of motivation within the workplace (Maslow, 1943). The action of motivation has the potential to create job satisfaction among employees (Maslow, 1943). The MLT allows researchers to explore the nature of job satisfaction by focusing on leadership and employee communication strategies (Sullivan, 1988).

Employees experience decreased levels of stress and increased levels of job commitment, and job satisfaction when leaders implement elements of the need-satisfaction model of job attitudes and MLT when interacting and communicating with employees (Salancik & Pfeffer, 1977; Sullivan, 1988; Yavas, Karatepe, & Babakus, 2011). Executives of an organization avoid negative reactions from employees once leadership communicates information to employees effectively (Ko & Yeh, 2013). Leaders who increase communication with employees regarding workplace issues and responsibilities create a better work relationship with employees (Ko & Yeh, 2013; Yavas et al., 2011).

Employees who possess high self-esteem are more likely to display positive attitudes and contribute to the success and advancement of the organization (Tsai & Chang, 2012). Self-esteem refers to an individuals' appraisal of his or her value as a person (Wu, Li, & Johnson, 2011). In the workplace, individuals who demonstrate positive self-esteem and self-worth maintain a sense of satisfaction in their job position (Ojedokun, 2012). Individuals who demonstrate negative self-esteem and self-worth manifest poor personal satisfaction in their job position (Ojedokun, 2012). The avoidance of negative reactions, on the part of an employees' self-esteem and self-worth, should be authentic and genuine, or may create more damage than benefit. Khalid and Rehman (2011) claimed ineffective leadership communication be the main producer of negative attitudes among employees. Negative attitudes diminish employee job satisfaction (Belias, & Koustelios, 2014; Khalid & Rehman, 2011). The existence of negative emotions may also affect the motivation and work routines of employees (Christ, Emett, Summers, & Wood, 2012; Khalid & Rehman, 2011). Positive reactions may increase once leaders directly communicate information to employees (Khalid & Rehman, 2011). Khalid and Rehman also argued how positive emotions, personal dreams, hopes, and optimism help shape employee's behaviors as well as motivate them to be the best employee under particular circumstances. Khalid and Rehman further discussed how effective communication leads toward positive motivation of employees and increased loyalty. Unpredictable changes and lack of communication threaten employee motivation (Buble, Juras, & Matić, 2014; Klarner, By, & Diefenbach, 2011). Work motivation influences an employee's value system, and sturdy social bonds developed between employees and leaders (Park & Rainey, 2012; Ryan, 2011).

An increase in trust, self-worth, and job satisfaction exist among leaders who use language to motivate employees (Omoruyi et al., 2011; Sarros, Luca, Densten, & Santora, 2014). Employees express a sense of importance when leaders treat them with dignity and respect (Florah, Nyagol, & Oluoch, 2013; Jing, 2013; Omoruyi et al., 2011; Waraich & Bhardwaj, 2012). Some researchers use general job attitudes, job satisfaction, and organizational commitment to predict employee behaviors (Choi, 2011; Ngo, Loi, Foley, Zheng, & Zhang, 2013). The attitudes of employees create an understanding of how employee behaviors play a pivotal role in trust, job satisfaction, commitment, and motivation (Choi, 2011).

Trust is valuable to leaders when eliminating chaos from an organization's work environment (Buttar, 2011). Trust motivates employee job satisfaction (Dhar, 2011; Prottas, 2013). The presence of trust in leadership by employees is essential when developing interpersonal relationships, sharing information, increasing job satisfaction, and productivity (Del & Akbarpour, 2011). The idea of trust enables leaders to understand the relationship among members who depend on one another (Wong, 2012). Trust is an individual's psychological condition of the willingness to consent to vulnerability based upon positive expectations, intentions, or behaviors pertaining to a group of individuals with whom leaders closely interact with daily (Bai, Li, & Xi, 2012; Bozkurt & Ergeneli, 2012). Trust in leadership is the positive daily interactions among employees and leaders (Bai et al., 2012; Bozkurt & Ergeneli, 2012; Timming, 2012). Bozkurt and Ergeneli, (2012), stated lack of trust, increase of fear, anger, and depression negatively influences an organization and hinders growth.

Hassan, Toylan, Semerciöz, and Aksel (2012) discussed in detail the concept of trust as an important phenomenon and increasingly becoming recognized for its importance. In the article, Hassan et al. explained the nature and importance of establishing trust when building business-to-business and interpersonal relations. Employees' trust in leadership is an effective tool behind positive organizational outcomes (Hassan et al., 2012). The main purpose of the research is to review current literature on interpersonal trust (Hassan et al., 2012). Hassan et al. summarized findings between participation in decision-making, feedback from and to employees, employee empowerment, and interpersonal trust between leaders and employees. Finally, Hassan et al. suggested trust-building practices between leaders and employees could positively lead to high productivity and organizational commitment in organizations whether public or private.

Buttar (2011) focused on developing trust within organizations, developing winning partnerships and the continued success of establishing work relationship. In such challenging times, Buttar explained how company executives possess an ever-increasing dependence on their employees. Building trust within the organization helps leaders form successful partnerships and encourages employees to feel a real sense of belonging (Buttar, 2011). Regular, ongoing, and open communication deepens and strengthens trust between leader and employee (Buttar, 2011). The communication methods used by leaders might become dependent on the preferences and circumstances of employees (Buttar, 2011).

Trust building practices among leadership and employees lead to high productivity, job satisfaction, and organizational commitment whether the organizations are public or private. According to Pate, Morgan-Thomas, and Beaumont (2012) rebuilding trust by re-establishing the balance between leaders and employees help address employee expectations. Positive displays of effective communication from leaders could directly affect the trustworthiness developed between leaders and employees (Pate et al., 2012). Lawal and Oguntuashe (2012) argued how employees allow their work performance and the quality of their leaders dictate the amount of cognitive and affective trust employees display in the workplace. Avey, Reichard, Luthans, and Mhatre (2011) evaluated how the demands of organizational change created employee distress leading to anxiety, psychological exhaustion, and impaired health. The perceptions of employees are fundamental to morale, job security, coping mechanisms, psychological health, trust, commitment, and job satisfaction (Avey et al., 2011). As a result, employees display anger and distrust toward leaders if lied too or misled by the lack of information shared (Connelly, Miller, & Devers, 2012; Mishra et al., 2014; Mitchell & Ambrose, 2012; Yong, Jin, & Sung-Hack, 2012).

Employee Job Satisfaction

Employee job satisfaction is valuable to organizational growth (Edmans, 2012). Baloyi, van Waveren, & Chan (2014) defined job satisfaction as a collection of employee attitudes concerning various features of work circumstances. Employee performance, attitudes, and behaviors help create job satisfaction and promote job motivation (Sathyapriya, Prabhakaran, Gopinath, & Abraham, 2012).

The MLT applies to the understanding of leadership communication, motivation, and employee job satisfaction. The MLT (1988) helps leaders practice communication strategies that effect job satisfaction and motivate employees to seek out the meaning of the situation at hand from information communicated by leadership (Adams, Cain, Giraud, & Stedman, 2012; Guo & Giacobbe-Miller, 2011; Men, 2014). Christ et al. (2012) evaluated how leaders influenced employee motivation. Christ et al. found controlled feedback from employees increased employee motivation for job satisfaction when leaders communicated preventive and detective controls and specific performance goals to employees. Feedback from employees improved the use of preventive and detective controls and enhanced employee job satisfaction and motivation in the workplace (Christ et al., 2012).

Kumar (2013) conducted a comparative analysis of bank employees regarding employee motivation toward job satisfaction. Kumar’s research revealed no significant difference between employees of public and private sector banks and elements of job satisfaction. Company image and job content are elements highly perceived by private sector employees, and job security is an element highly perceived by public sector employees (Kumar, 2013). Bank executives in the public and private sector should consider the18 identified factors identified in the comparative analysis while HR professionals create Human Resources policies to enhance and motivate employee job satisfaction (Kumar, 2013).

Frenkel, Sanders, and Bednall (2013) examined the relationship between strategic management, operational management, HR specialist and HR communication practices that motivate and influence employee perceptions of job satisfaction and employee intentions to quit. Frenkel et al. indicated how employees who had constant contact and communication with leadership and HR specialist demonstrated a higher level of job satisfaction and less inclined to quit their jobs. While creating strong communication channels, organizations should guarantee constant contact and communication among employees, leaders, and HR specialist.

The need-satisfaction model of job attitudes (1977) created an understanding of how job attitudes motivate the development of employee job satisfaction (Howell, Chenot, Hill, & Howell, 2011). Font (2012) illustrated how the need-satisfaction model aids when researching employee job satisfaction, behaviors, attitudes, and motivation. In the article, Font focused on job satisfaction of public service workers, promotion of job motivation, and the reduction of negative employee behaviors. Font also stated how employees' job satisfaction enhanced when management met the individual needs of employees. Employees' job satisfaction decreased when management did not meet the individual needs of employees (Font, 2012). Employees whom job satisfaction decreased displayed negative attitudes and behaviors toward management, coworkers, and job satisfaction (Font, 2012). Font addressed the need for compensation improvements and innovative efforts to promote job satisfaction and decrease negative attitudes and behaviors among public service workers.

Noeverman and Koene (2012) looked into the effects leadership evaluative styles had on employee attitudes and performance. Noeverman and Koene explained how to research, improve, and gain relevance for leaders when incorporating the development of management accounting and recognized the importance of organizational context and control system design for understanding leadership's evaluative style effectiveness. The behavioral response of an employee determines the perception of leadership's evaluative style (Noeverman & Koene, 2012). Noeverman and Koene concluded that future studies should investigate characteristics of leadership-employee relationships and characteristics.

Vlachos, Panagopoulos, and Rapp (2013) investigated charismatic leadership influence on employee attitudes and job satisfaction. Leaders who charismatically motivate employees to participant in CSR activities of intrinsic values, which, in turn create positive employee job satisfaction (Vlachos et al., 2013). Vlachos et al. results supported the claim that leadership skepticism and employee intrinsic motives have an effect on job satisfaction. Leaders need to spend time and money when developing and communicating CSR initiatives using strategies that specifically signal intrinsic motives to employees (Vlachos et al., 2013). According to Fernandez and Moldogaziev, employee work-related attitudes directly affect performance and indirectly influence job satisfaction and innovativeness. Fernandez and Moldogaziev discussed the link between positive employee work-related attitudes, job involvement, empowerment, commitment, innovativeness, and job satisfaction. Employee empowerment approach allows leaders to share resources, information, rewards, and authority with employees to create a positive employee performance (Fernandez & Moldogaziev, 2013). The approach indirectly influences employee performance through its direct effect on employee job satisfaction and innovativeness (Fernandez & Moldogaziev, 2013).

The practice of positive employee empowerment has a positive influence on employee job satisfaction and performance. Human motivation theory (1943) is the most extensively cited theory of motivation. The theory enables researchers to create a connection between the basic needs of humans (physiological needs; safety needs; belongingness needs; esteem needs and self-actualization needs), satisfaction, and motivation (Maslow, 1943). Silman (2014) presented information concerning work-related basic need satisfaction and employee work engagement. The need for university employees to establish collectively their universities objectives and common goals is an important aspect of cultivating better employee work engagement (Silman, 2014). Basic needs satisfaction constructs work-related engagement relates more to the organizational context rather than educational context (Silman, 2014). Silman revealed that autonomy need, relatedness need, and competency need has a positive and significant influence on work engagement and executives should enhance university employee's work conditions, which relate to autonomy, relatedness, and competence needs of university academics.

Vandenabeele (2014) identified the link between leadership, public service motivation (PSM), and basic needs satisfaction. Issues that connect leadership, PSM, and basic needs satisfaction creates interesting insights that help develop satisfaction among employees. Vandenabeele stated how the study should interest scholars and practitioners. Vandenabeele found that institutional elements of public organization and leadership behavior have a substantial and significant influence on PSM levels and employee job satisfaction. In summary, MLT, the need-satisfaction model of job attitudes and human motivation theory help researchers enhance the understanding of leadership communication, employee behaviors, attitudes, motivation, and job satisfaction in their natural work environments.

Job satisfaction is an appropriate indicator of job effectiveness and dependent work arrangements within an organization (Graaf-Zijl, 2012). Employees demonstrate a low level of job satisfaction when working in an environment that negatively affects their value and self-worth (Elloy & Patil, 2012). Graaf-Zijl detected organizations that allow employees to have different job satisfaction levels, after which creating negative relations between work arrangements and job satisfaction to disappear. Lan, Okechuku, Zhang, and Cao (2013) investigated how job satisfaction varies depending on how individuals see their job position, beliefs, and values. An employee's view of his or her work environment dictated his or her level of job satisfaction (Lan et al., 2013). Positive and negative evaluations of an employee's work experiences have the potential to influence job satisfaction (Lan et al., 2013). Lan et al. stated job satisfaction accounted for 20% of an employee's general life satisfaction. Employee job satisfaction and dissatisfaction affected a wide range of behaviors that contributed to an employees' wellness within an organization (Lan et al., 2013). Employees who perform better than dissatisfied employees are more content with their job position (Lan et al., 2013). Dissatisfied employees exhibited signs of absenteeism, tardiness, turnover, and negative attitudes (Lan et al., 2013). Lan et al. observed employees who viewed their job positions as positive displayed a higher level of job satisfaction. Employees who viewed their job positions as negative revealed a low level of job satisfaction (Lan et al., 2013).

Olasupo (2011) investigated the relationship between leadership style, organizational culture, and job satisfaction at a private manufacturing organization in Nigeria. Olasupo stated that job satisfaction is the pleasurable emotional state employees experience from their work influenced by the employee's needs, expectations, and values. Olasupo also stated that employee values, personality types, life satisfaction, health status, work-life balance, and a sense of personal accomplishment influenced job satisfaction. Benefits of job satisfaction enhanced employee performance, organizational behaviors, and reduced absenteeism (Olasupo, 2011). A satisfied employee goes over and beyond the requirement leaders expect in his or her work. Dissatisfied employees spend their work hours working unproductively (Olasupo, 2011).

Transition and Summary

In Section 1, the study included the foundation of the study, background of the problem, purpose statement, assumptions, limitations, the significance of the study, and a review of the professional and academic literature concerning leadership communication strategies, and their effect on employee job satisfaction. A discussion in Section 1 focused on how the method of qualitative research and phenomenological design helps explore leadership communication strategies and employee job satisfaction. Section 2 included the process of obtaining, collecting, and analyzing data in the study. Section 3 included an overview of the study and presented the findings from the research. A discussion in Section 3 focused on how the findings of the study may affect professional business practices, present recommendations for action and future studies, and create positive social change.

Section 2: The Project

Section 2 of the study includes details of research pertaining to leadership communication strategies to motivate employee job satisfaction. I explained the process for collecting data, the methods used, and the selection of participants when collecting and organizing the information for the study. The methods used when collecting data encourages researchers to organize and generate findings from participant's responses relating to effective leadership communication strategies and employee job satisfaction.

Purpose Statement

The purpose of this qualitative phenomenological study was to explore the strategies government agency leaders use to motivate employee job satisfaction. Employees of a RGO in Florida were the general population sample. The study results may contribute to improving social change in the community by providing organizational communication best practices and guidelines to help leaders communicate information effectively and to motivate RGO employee job satisfaction. Improving RGO employee job satisfaction could result in consistent community involvement and increasing revenue for the community.

Role of the Researcher

According to Pringle, Hendry, and McLafferty (2011), the role of the researcher is to seek further, rather than factual, accounts that identify everyday life experiences participants share with each other. The goal as a researcher was to gather information from participants and use the data to provide insight into leadership communication strategies and job satisfaction among employees. Understanding the natural settings and shared experiences of participants was fundamental to understanding the importance of leadership, communication, and RGO employee job satisfaction (Marshall & Rossman, 2011). As a researcher, I took steps to make certain that collected data taken from participants were trustworthy and valid (Kemparaj & Chavan, 2013).

I was aware of ethical dilemmas that may occur during the interview process. An interview with participants required informed consent, confidentiality, and privacy. After receiving institutional review board (IRB) approval (IRB approval No.: 05-21-15-0131958), I took steps to secure and eliminate participants' identities from exposure, after securing signed consent from the participants. A code of P1, P2, P3, and successive coded identifiers, was assigned to the participants in the order the letters of consent were returned. I reviewed the *Belmont Report's Ethical Principles and Guidelines for the Protection of Human Subjects of Research* and completed the National Institutes of Health (NIH) Office of Extramural Research Protecting Human Research Participants certification (certification No.: 882801). I proactively managed any potential conflicts of interest between the participants' and me by explaining what I do as a researcher, explaining the purpose for the study, and initiate a rapport-building process from the first time the participant and I interact with one another (Dickson-Swift, James, Kippen, & Liamputtong, 2007). The exclusion of employees from participating in the research was justified and handled respectfully and professionally without stigma by explaining in detail the criteria for employees to participate in the study.

As the researcher, I mitigated bias and limited personal curiosities by remaining open to data gathered from participants during each interview session (Chenail, 2011).

To ensure bias did not distort the compiling and analysis of the gathered data, during interactions with participants I maintained a clear and open mind. I bracketed any prior knowledge concerning leadership communication strategies, participants' reactions, all-personal emotions, and opinions of individuals partaking in interviews. Qualitative researchers are primary instruments in data collection (Kemparaj & Chavan, 2013). Following the recommendation of Irvine (2011), the semistructured interview questions provide researchers with information to analyze the situation. During the interview process, researchers who try to understand the participants' sense-making activities may create communicative processes in the surfacing of new ideas, comprehensions, and options for action in relation to the research (Bartels, 2012; Pringle, Drummond, McLafferty, & Hendry, 2011).

Participants

The participants working for the selected RGO helped me identify communication strategies government agency leaders use to motivate employee job satisfaction. The eligibility criteria for the 20 leaders and employees to participant in the study were (a) working for the RGO within the last 5 years, (b) exposure to leadership communication strategies implemented at the RGO, and (c) experience the effect leadership communication has on RGO employee job satisfaction.

To gain access to the participants for the study, I contacted the executive director of the RGO by phone to schedule a meeting to discuss the study in detail. A signed letter of cooperation (see Appendix B) was needed from the executive director prior to IRB application submission. The executive director's signature authorized permission to recruit employees, gather employee consent, audio record participants' interviews, communicate with participants via work email, conduct member checking with participants, and the RGO's responsibilities as a community research partner. Providing invitation letters (see Appendix C) and consent forms to participants by face-to-face contact made the course of action easier when responding to questions relating to the invitation letter, his or her participation, the proposal, and consent form.

After meeting with the executive director, I asked to meet with the 20 leaders and employees, or schedule a future meeting date to recruit participants for the study. The potential consenting participants in the study do not have an existing professional relationship with the researcher. During the recruitment process, I explained the purpose of the invitation letter (see Appendix C), their participation, the proposal, the consent form, and answered any questions they had about the invitation letter, their participation, the proposal, and the consent form. In the order the signed consent forms were returned, a code of P1, P2, P3, and successive coded identifiers, were assigned to each participant. After obtaining signed permission from the RGO's executive director prior to IRB application submission, I asked the executive director for the email addresses of the 20 employees to send information regarding the invitation letter, their participation, the proposal, and the consent form. In the email to employees, I also provided the date and time signed consent forms were to be returned and my contact number to answer any questions pertaining to the invitation letter, their participation, the proposal, and consent forms. To ensure that bias did not distort the collection and analysis of the gathered data, during interactions with participants any previous knowledge, the reactions to of the participants, and my personal emotions and opinions of those partaking in the interviews was bracketed and set aside before and after researching the phenomenon of the study.

The goal was to attain consent from participants with the understanding that personally identifiable information was safe from exposure and exploit within or beyond the study. The replacement of each participant's name with a code of P1, P2, P3, and successive coded identifiers kept confidential data from exposure to the public and coworkers. Consenting participants' did not experience any potential loss of privacy, physical harm, psychological harm, legal risks, or professional harm during the study. Should a participant decline to continue in the study, the participant was given the opportunity to verbally opt out of participation, and I shred and dispose of information and data pertaining to his or her participation in the study. I kept information pertaining to participants who opt out of participation in the study. After speaking to participants, gaining consent, and indicating how during the analysis stage of the study, I wished to make corresponding with me convenient for her or him. I obtained from participants a phone number as a primary point of contact and a personal email address as an additional or alternative secondary point of contact. I also answered any questions the leaders and employees may have had regarding the invitation letter, their participation, the proposal, and the consent form. I scheduled an appointment time to interview each participant individually at a local coffee shop, at his or her home, or anywhere the participant and I was comfortable meeting.

I established a professional work relationship with participants during each interview session using an interview script (see Appendix D). When establishing a professional work relationship with participants, I proactively managed any potential conflicts of interest between the participants' and I by explaining what I did as a researcher, explained the purpose for the study, and initiated a rapport-building process from the first time the participant and I interacted with one another (Dickson-Swift et al., 2007). Taking preventative measures limited any potential bias by bracketing previous knowledge concerning leadership communication strategies, job satisfaction, the reactions of participants, and all-personal emotions and opinions of individuals partaking in the interviews. The practice of bracketing kept personal beliefs and knowledge I possessed apart from researching the phenomenon of the study (Chan, Yuen-ling, & Chien, 2013). The method of bracketing is used in qualitative research to mitigate potential harmful effects of unaware preconceptions that may contaminate the research process (Tufford & Newman, 2012). I used the bracketing method of memo writing during the data collection and analysis portion of the study. Writing memos helped me examine and reflect upon my engagement with data collected from participants (Tufford & Newman, 2012). The three forms of memoing are (a) theoretical notes, (b) methodological notes, and (c) observational comments (Tufford & Newman, 2012). Theoretical notes include the cognitive process of performing research (Tufford & Newman, 2012). Methodological notes include the procedural aspects of performing research (Tufford & Newman, 2012). Observational comments permitted me to explore feelings pertaining to the research (Tufford & Newman, 2012). During the data collection and analysis portion of the study, the theoretical notes, methodological notes, and observational comments written after each interview exposed me to cognitive and affective preconceptions as well as created a profound connection with the data (Tufford & Newman, 2012). I used the three forms of memoing to bracket the emerging of new biases created throughout the data collection and analysis process.

Research Method

Researchers possess the option to use qualitative, quantitative, or mixed methods to conduct research. Qualitative research is an inductive approach researchers use to gain a deeper understanding of a person or group's experience pertaining to a shared experience or phenomena (Bailey, 2014). Qualitative research allows researchers to create understanding and meaning of a phenomenon and use a vast number of interpreting techniques in the areas of describing, decoding, and translating (Sergi & Hallin, 2011). Researchers who used qualitative research attempted to characterize and capture the complex nature and life experiences of the phenomena shared among a group of individuals (Birkinshaw, Brannen, & Tung, 2011). According to Yin (2011), the five features of qualitative research to help gain knowledge from the experiences of others are (a) studying the lives of people under real-world conditions and provide meaning from the information collected, (b) representing the views and perspectives of participants in the study, (c) covering the contextual conditions of the participants lives, (d) contributing insights into existing or newly emerging concepts by adding into the social behavior of humans, and (e) striving to use multiple sources of data and not on a single source alone. I used Yin's five features to understand the primary characteristics of employee job satisfaction and encourage participants to discuss their experiences. The qualitative research method is essential for researchers attempting to understand leadership communication strategies and employee job satisfaction (Hunt, 2011). I used the qualitative research method to interpret and gain a deeper understanding of the participants shared experience pertaining to communication strategies government agency leaders use to motivate employee job satisfaction.

The research methods of quantitative and mixed method were not suitable for use in the study. Quantitative research helps researchers gather numerical data that represents a specific sample of individuals (Fassinger & Morrow, 2013). Mixed methods research allow researchers to use both qualitative and quantitative as single research methods that help sustain the tradition of creating methodological diversity in the world of research (Venkatesh, Brown, & Bala, 2013). Because of the lack of numerical data and the blending of quantitative and qualitative data, the quantitative and mixed method research methods were not feasible for use in the study (Arghode, 2012; Palinkas et al., 2011).

Research Design

When conducting research, researchers possess the option to use phenomenological, narrative, grounded theory, case study, or ethnography research designs. The importance of researchers understanding the experiences of humans is the basis for using the phenomenological design (Pringle et al., 2011). Phenomenological design operates in a mode of discovery to help researchers clarify not verify a hypothesis (Applebaum, 2012; Moustakas, 1994). The phenomenological design allows researchers to focus on humans embodying the experience of life through their physical bodies or surroundings (Converse, 2012). The design of phenomenology enhances researchers understanding of the cognitive subjective view of an individual or group who shares the same experiences (Zahavi & Simionescu-Panait, 2014). The design also permits researchers to emphasize how individuals who possess knowledge of the phenomena may communicate what occurred to the public (Roberts, 2013).

Phenomenological design was appropriate for researchers to use when conducting research pertaining to leadership communication strategies and employee job satisfaction. I used the phenomenological design to focus on each participant’s personification of their experience with leadership communication strategies and employee job satisfaction through their physical bodies or work surroundings. I ensured that all consenting participants have equal access to the results of the study by individually requesting a summary of the results for his or her records.

According to Moustakas (1994), the Stevick-Colaizzi-Keen method helps organize, analyze, and synthesize data. The method provides researchers with the most realistic and practical approach to phenomenological analysis (Moustakas, 1994). I used the six steps of the modified Stevick-Colaizzi-Keen method to (a) describe participants personal experiences with the phenomenon of communication strategies government agency leaders use to motivate employee job satisfaction, (b) create a list of important statements concerning the participants experiences, (c) take the statements and compile them into larger groups of information or themes, (d) write a description of what the participants experienced as a part of the phenomenon, (e) write a description of how the experience occurred, and (f) write a composite description of the phenomenon the participants are experiencing (Moustaka, 1994). While using the phenomenological design in the study, I conducted data saturation until no new information was generated, fewer surprises emerged, and redundancy was achieved within the data (Kemparaj & Chavan, 2013; O’Reilly & Parker, 2013).

The designs of narrative, grounded theory, case study, and ethnography research designs were not suitable for use in the study. Narrative researchers collect and analyze individual’s narrative accounts of a particular phenomenon (Etherington & Bridges, 2011). Grounded theory researchers discover and develop a theory that verifies data pertaining to a specific phenomenon (Lawrence & Tar, 2013). Case study researchers investigate and provide a description of individual cases or multiple cases that focus and examine everything within a particular phenomenon (Cronin, 2014). Ethnography researchers focus on a particular cultural group and seek to answer questions pertaining to the way in which individuals of the culture display behaviors in society (Cruz & Higginbottom, 2013). The lack of focus on the lives of a cultural group, theory discovery, generation of sensitive governmental documents, and the collection and analyzing of participants individual narrative accounts omitted the designs for use in the study (Amerson, 2011; Boddy, 2011; Dunne, 2011; Etherington & Bridges, 2011).

Population and Sampling

Collectively, the participants of the study formed a group consisting of at least 20 leaders and employees. Unaware of the number of leaders and employees (20 individuals) working for the RGO who will participant in the study, I used availability sampling. Availability sampling of the RGO’s 20 leaders and employees helped when selecting participants and providing a solid understanding of the phenomenon and the phenomenon's existence. Availability sampling is a sampling technique sometimes mentioned as haphazard, accidental, or convenience sampling (Singleton & Straits, 1999). I used the availability sampling technique as easy access to participants and provide relevant data to the study (Hall, Higson, Jo Pierce, Price, & Skousen, 2013). Availability sampling helps to develop a stronger understanding of the data. Availability sampling may also provide an opportunity to select qualified participants who openly and honestly share their experiences concerning the phenomenon the participants shared while working for the RGO (Hall et al., 2013; Turner, 2010). The main purpose of availability sampling is to emulate random sampling, define the sample of participants as living within the demographical and geographical location, and restrict generalization of the targeted population (Hall et al., 2013; Robinson, 2014). The availability sampling technique is fundamental to conducting research of the RGO and the organizations' targeted population of employees.

The focus of the study was how the selected RGO's leadership communication strategies motivate employee job satisfaction in northeast Florida. The population selected for the study included 20 of the RGO's leaders and employees. The leaders and employees of the RGO might provide relevant insights regarding leadership communication strategies and employee job satisfaction. The sample size of 20 participants was sufficient to gaining comprehensive knowledge of how valuable effective leadership communication is to an organization and employees.

The sample size may also uncover how the communication strategies of RGO leaders help motivate employee job satisfaction. An adequate sample size for a phenomenological study ranges from six to 10 participants (Marshall, Cardon, Poddar, & Fontenot, 2013). According to Walden University's requirements, the sample size of a phenomenological study is most often between five and 12 participants, but often a phenomenological study's sample size is between eight and 12 (Walden University Research Center, 2013). Walden University's DBA policy for the sample size of a phenomenological study is a minimum of 20 participants (Walden University Research Center, 2014). Qualitative research standards state the sample size of a qualitative study should follow the general concept of data saturation (Marshall et al., 2013). The general concept of data saturation focuses on newly collected data not showing any added enlightenment of the study's research problem (Marshall et al., 2013). According to Marshall et al. (2013), achieving internal justification includes the statistical demonstration of data saturation occurring at any point during the data collection process.

The criteria for selecting the participants in the study were (a) employees must work at the RGO, and (c) experience the effect leadership communication has on RGO employee for the RGO within the last 5 years, (b) expose to leadership communication strategies implemented job satisfaction. To gain access to the participants for the study, I contacted the executive director of the RGO by phone to schedule a meeting to obtain access to potential participants and discuss the study in detail. I established a working relation with participants by explaining the purpose of the invitation letter (see Appendix C) and consent form, their participation, the proposal, and answer any questions they may have about the invitation letter, their participation, the proposal, and the consent form. I obtained consent from participants with the understanding that personally identifiable information was safe from exposure and misuse within or beyond the study. I conducted data retention to protect the participants by coding and labeling each participant's data. Data retention helps researchers diminish the risks of data exposure to the public and coworkers (Tsesis, 2014). The replacement of each participant's names with a code of P1, P2, P3, and successive coded identifiers kept confidential data from exposure to the public and coworkers.

When conducting face-to-face interviews, each participant was interviewed individually at his or her home, local coffee shop, or anywhere the employee was comfortable meeting. Details from the information provided by participants may present an understanding of the phenomenon and the phenomenon's occurrence within the RGO. I compiled information collected from consenting participants who volunteer to participate in the study. Each consenting leader and employee may opt out of the study without restrictions. In which, data relating to the consenting leaders and employees who opt out of the study was removed and destroyed. The study's participants provided insight regarding how leadership communication strategies motivate RGO employee job satisfaction.

Ethical Research

Leaders who implement ethical integrity within an organization are ethically effective and functionally proficient (Young, 2011). To ensure participants full informed consent, I provided invitation letters (see Appendix C) and consent forms to the participants by face-to-face contact or email. Face-to-face contact with participants may assist when responding to any questions relating to the invitation letter or the consent form. Participants contacted by email may ask questions relating to the invitation letter or the consent form by phone or email. A signed letter of cooperation (see Appendix B) from the executive director authorized permission to recruit and obtain access to the consenting participants. After recruiting each potential consenting participant, the participant and I met off the RGO location site at his or her home, local coffee shop, or anywhere where the employee and I was comfortable meeting to explain the purpose of the study and answer questions pertaining to the invitation letter, his or her participation, the proposal, and consent form. During the study, I took the necessary measures to provide all consenting participants with reasonable protection from potential loss of privacy, physical harm, psychological harm, legal risks, or professional harm. To ensure the participants' identities were free from exposure; after securing signed consent from the participants, a code of P1, P2, P3, and successive coded identifiers was assigned to the participants in the order the letters of consent are returned.

The invitation letters and consent forms invited and obtained the consent of the participants with the understanding that information personally identifiable to the participants was safe from exposure and misuse in the study. The participants may withdraw from the study at any time without consequence. Should a participant decline to continue in the study, the participant may verbally opt out of the study and I shred information and data pertaining to his or her participation in the study. Participants did not receive incentives for participating in the study. I did not release names of participants from the study. To ensure participants names and identities was safe from disclosure, I assigned a code to information pertaining to each participant. The participants may request a summary of the research findings to keep for records. I password protected, safeguarded, and secured the participant's interview responses in a computer storage file inside a lock box for a period of 5 years. After the 5-year period, documents in the lock box are shredded and discarded.

Data Collection Instruments

My role as a researcher was to act as the primary data collection instrument in the study (Peredaryenko & Krauss, 2013). Researchers as data collection instruments possess the distinctive ability to recognize unusual or idiosyncratic responses, summarize data, and feed information back to participants for explanation, clarification, elaboration, and correction (Lincoln & Guba, 1985; Peredaryenko & Krauss, 2013). I used the data obtained from participants' interviews to extract information related to the RGO participants experience and insight concerning leadership communication strategies and employee job satisfaction. The replacement of each participant's names with a code of P1, P2, P3, and successive coded identifiers kept confidential data from exposure to the public and coworkers. The results of the interviews may reveal through the eyes of participants, issues of communication strategies that RGO leaders use to motivate employee job satisfaction. Research conducted by Nordin (2013) added insight into using face-to-face semistructured interviews as an instrumentation strategy to gain an understanding of existing leadership communication strategies and employee job satisfaction. Semistructured interviews are particularly common in qualitative research. I used the semistructured interview technique to explore in-depth experiences of participants and add value to what individuals mutually share among each other (Adams, 2010; Madill, 2011). The in-depth experience of leadership communication strategies shared by the RGO participants may add a significant amount of substance and value to understanding the job satisfaction of the RGO's employees. The lack of flexibility and advance knowledge of the essential questions to ask participants excludes the use of structured and unstructured interview methods (Qu & Dumay, 2011). I possess the flexibility and knowledge of the interview questions and encourage new ideas to surface during the RGO participants' interview sessions. In the study, the participant's face-to-face interviews help extract perspectives and specific data from leaders and employees as a way to highlight how RGO leadership communication strategies help motivate employee job satisfaction.

I used the data collection instrument process to interpret each RGO participants experience and meaning while attempting to understand and interpret the participant's inner self, ideas, and feeling concerning leadership communication strategies and RGO employee job satisfaction. I used the data collection process to ask participants open-ended semistructured interview questions (see Appendix A).

The semistructured interview includes the use of open-ended questions that generate in-depth responses from leaders and employees interviewed for the study (Madill, 2011). To capture pivotal points within the participant's responses, I electronically recorded the face-to-face semistructured interviews and transcribe the recorded interviews using the Atlas.ti 7® qualitative data analysis computer based program. A researcher collection of data from the semistructured questions may provide rich descriptions of the participant's experiences with leadership communication strategies and RGO employee job satisfaction.

Member checking enables researchers to enhance the reliability and validity of the data collection instrument of semistructured interviews. Member checking permits the participants and I to discuss the outcome of the data collection process leading to interpretations of the accumulated data. The discussion between the participants and the interviewer may act as a guarantee that validity and reliability were a part of the research. I kept data saturation in mind while interviewing participants. Data saturation is a critical methodological concept in qualitative research (Walker, 2012). Data saturation occurs when the same themes continue to show up and reveal no new information within the responses of the interview questions (Marshall et al., 2013). Researchers use various approaches in qualitative research to use and determine data saturation (Walker, 2012). Guest, Bunce, and Johnson, suggested that qualitative researchers use a theme bases codebook to determine the achievement of saturation (as cited in Walker, 2012). Bowen cautiously suggested using quantitative measures (percentages) to identify the achievement of saturation (as cited in Walker, 2012). I achieved data saturation in the study by interviewing the RGO participants until the same themes were revealed repeatedly and no new information is disclosed during the interview sessions. Taking handwritten notes during the participant's interviews helped detect data saturation while listening to each of the recorded interviews.

Data Collection Technique

The purpose of the study was to explore the communication strategies government agency leaders use to motivate employee job satisfaction. The overarching research question was: What strategies do government agency leaders use to motivate employee job satisfaction?

Data collection process pertaining to the research question resulted from face-to-face recorded semistructured interviews, and handwritten notes. The device I planned to use was the Sony ICD-PX312® digital voice recorder to record participants' interviews. The Sony ICD-PX312® has voice-operated recording, easy editing functions to arrange, erase and divide recordings, and correct dictation in playback. I downloaded recordings from the digital voice recorder to my computer. After saving recordings of interviews to my computer, I saved the downloaded recordings as a file and transcribe the recordings using the Atlas.ti 7® software program. Data collection process included the recording and transcription of face-to-face semistructured interviews and reviewing of handwritten notes taken during each participant's interview session. The interview questions created for the study may generate responses that offer insights into the main research question of the proposal. The participants may share knowledge and provide rich descriptions of their experiences with leadership communication strategies and RGO employee job satisfaction. The replacement of each participant's names with a code of P1, P2, P3, and successive coded identifiers kept confidential data from exposure to the public and coworkers. I will maintain raw data collected from participants in a secured and locked container for 5 years. To aid the data collection process, I implemented immediate analysis and flexibility when interviewing the participants and taking handwritten notes from the participant's interview.

According to Englander (2012), data collected from the interviews help document the group's shared experiences. The interview process provides structure, direction, and permits the use of open-ended questions to extract the views and experiences of participants (Marshall & Rossman, 2011). Weakness within the interview process is apparent when the interview process structure is not correct and the questions asked are closed-ended (Friborg & Rosenvinge, 2013). During the interview process, I maintained an open dialogue with each participant concerning his or her viewpoint and thoughts concerning leadership communication strategies and RGO employee job satisfaction. I kept handwritten notes pertaining to participants' physical and verbal reactions to the interview questions in a notebook. The handwritten notes taken during the participants' interviews may include body language observations (posture and eye contact), interview content (structure and scope), and substance (research themes and codes). In the notes, I also included reflections and participants' physical changes not picked up by the recorder. An advantage of taking handwritten notes during each semistructured interview session was to (a) identify and code data as the interview session progresses and (b) notes taken during the interview sessions may be included in the data analysis process (Tessier, 2012). Because I interviewed each participant only once, a disadvantage of taking handwritten notes was the loss of valuable information and details not notated during each interview session (Tessier, 2012).

Organizing information gathered from the semistructured interview questions and handwritten notes enhanced the research process of the study. The interview responses and the logging of handwritten notes helped summarize content collected from participants. Possessing a clear understanding of the participants' experiences helped gain stronger knowledge of leadership communication strategies and motivating RGO employee job satisfaction. The participants' recorded semistructured interviews and handwritten notes captured content in both recorded and written formats. Member checking enables the participants and me to discuss the outcome of the process leading to interpretations of the accumulated data (Henderson & Rheault, 2004). I used data collection to gather information regarding the participants' experiences of leadership communication strategies and employee job satisfaction.

Data Organization Techniques

Data organization is fundamental for understanding and organizing data gathered from participants (Garcia-Mila, Marti, Gilabert, & Castells, 2014). I used a notebook to record data participants' physical and verbal reactions. To achieve a clear understanding of leadership communication strategies and RGO employee job satisfaction; I also organized data collected from each participant's interview using the Atlas.ti 7® software program.

The semistructured interview questions (see Appendix A) assisted me when eliciting information from participants and improve data management regarding the focus of the study (Jacob & Furgerson, 2012; Tessier, 2012). The participants' recorded interview responses were valuable to the data organization technique (Guion, Diehl, &

McDonald, 2011). The collected data did not include any information that may identify the participants' personally. The replacement of each participant's names with a code of P1, P2, P3, and successive coded identifiers kept confidential data from exposure to the public and coworkers. I asked each participant in the study the same questions in the same order using the same wording (Doody & Noonan, 2013). The more data gathered from participants the more I listened to and deciphered what the participants were attempting to share with me (Hoflund, 2013). I will maintain raw data in a locked container for 5 years.

The recorded responses of the participants provide information to identify and help code data during the data analysis process (Gelshorn, 2012; Tessier, 2012). Qualitative analysis software programs Atlas.ti 7®, NVivo10 ®, and Qualrus® allow researchers to integrate data from multiple documents, conduct code searches, and report data in a concise and structured manner. The Atlas.ti 7® software is the only software out of the three programs that assist researchers to transcribe participants' recorded responses. I organized the participants' in-depth interviews using the Atlas.ti 7® software to transcribe participants' recorded responses, integrate data from multiple documents, and help broaden the scope of the study (Kwon et al., 2012). I password protected and safeguarded information generated from the software program for the sole purpose of the study in a secure computer storage file inside a lock box for a period of 5 years. After the 5-year period, documents in the lock box are shredded and discarded and electronic data deleted from computer storage file.

Data Analysis Technique

In the study, data collected from substantial interviews and handwritten notes containing additional reflections, detailed information, and participants' physical and verbal reactions during the semistructured interview function as foundations for the study and data analysis (Strom & Fagermoen, 2012). According to Van Manen (1990), descriptive phenomenological method encourages researchers to grasps the essential meaning of participants' shared experiences. I used Van Manen's (1990) selective approach to highlight statements, phrases, or terms essential to the phenomena under study, and to identify themes as objects of reflection and interpretation through member checking.

Documenting the data analysis process provides evidence that justifies the findings of the study (Cambra-Fierro & Wilson, 2011). Data analysis incorporates generated data to create a new methodological understanding (Irwin, 2013). According to Chenail (2012), the process of data analysis involves the collection of quality interviews and observations. Data analysis enables me to possess the ability to address the responses of the participants and make valuable interpretations of observations concerning the participants (Chenail, 2012). I reviewed each recorded interview response separately to extract fundamental words relating to topic of the study (Markov & Crestani, 2014). I used the Atlas.ti 7® software to extract from the interview transcriptions important terms relating to the topic of the study (Lee & Croft, 2013).

After collecting data from the participants, the first step was to evaluate the collected semistructured interview responses thoroughly to achieve a stronger understanding of the accumulated data. The second step requires the organization and coding of the data gathered from the recorded face-to-face interviews and handwritten notes after downloading and scanning them into the Atlas.ti 7® software program. Coding of the interviewees responses using the Document Cloud View and the Cooccurrence Explorer feature of the Atlas.ti 7® software program extracted keywords, phrases, and statements from the downloaded data. Mind mapping comprises a network of related concepts to create links between ideas (Davies, 2011). I used mind mapping to visualize and investigate connections between concepts relating to the study's topic (Davies, 2011).

The third step consists of grouping the keywords, phrases, and statements into themes. The fourth and final step involves the preparation and development of interpreting the data. Following the initial interpretations, I conducted member checking. Researchers make sure the results of their study reflect each participant's reality by conducting member checking anytime during the study (Henderson & Rheault, 2004). After presenting to the participants their transcribed interview, participants decided whether the transcription of their interview was a true reflection of what the participants stated during their interview sessions. While conducting member checking, the participants and I discussed the outcome of the process leading to interpretations of the accumulated data. The discussion between the participants and the interviewer along with participant verification, respondent validation, and dependability may act as a guarantee that validity and reliability were a part of the research. If needed, adjustments or broadening of a secondary interpretation enhances original interpretations of the interviews. Member checking was necessary to ensure proper interpretation of data (Henderson & Rheault, 2004). Revisiting the participants for additional interpretation validation and creating a final report of the gathered data added to the development of the study. Grouping analyzed data into general and non-general themes help align and create a deeper understanding of the study's research questions. Collecting and analyzing the data contributes to examining the relationships and meaning of the data as well as uncovering properties, repeated and unrepeated patterns, expressions, phrases, and statements helping in the creation codes and themes (Rabinovic & Kacen, 2013).

The Atlas.ti 7® software has the features of transcription, organizing, coding, and analysis of the participants recorded face-to-face semistructured interviews and handwritten notes. I downloaded the participants' recorded face-to-face interview responses and handwritten notes into the Atlas.ti 7® software to create theme-producing elements. The software, Atlas.ti 7®, helped me identify codes and themes among the research findings. I used Atlas.ti 7® analytical tool, Document Cloud View, to present the entire textual database (downloaded transcribed interviews and handwritten notes) in a number of code usages and links. The Cooccurrence Explorer feature of the Document Cloud View enabled me to use the Atlas.ti 7® software to display codes that co-occur among transcribed and downloaded documents. I used the Cooccurrence Explorer feature to abstract cooccuring codes, identify expected themes (empathetic language, direction-giving language, meaning-making language, and job satisfaction), and reveal each participants' distinctive knowledge related to the shared lived experience of "communication strategies government agency leaders use to motivate employee job satisfaction".

My use of the Atlas.ti 7® software program as an analysis instrument helped create a detailed synopsis of the study's findings. The interview questions were organized and assigned to one of the expected themes: empathetic language, direction-giving language, meaning-making language, and job satisfaction. To keep participants identify confidential, I labeled each participants response with a code of P1, P2, P3, and successive coded identifiers. The codes were assigned to the participants in the order the letters of consent were returned.

Each numbered question assigned under the following themes (empathetic language, direction-giving language, meaning-making language, and job satisfaction), reflects the order of the semistructured interview questions listed in Section 1 of the study.

The following questions were assigned to the empathetic language theme:

Manager Interview Questions

6. Describe how leadership support of professional development helps motivate your job satisfaction.
7. Describe how leadership concern for your professional wellness helps motivate your job satisfaction.
10. What additional information would you like to add not covered in the interview questions?

Employee Interview Questions

6. Describe how leadership support of professional development helps motivate your job satisfaction.
7. Describe how leadership concern for your professional wellness helps motivate your job satisfaction.
10. What additional information would you like to add not covered in the interview questions?

The following questions were assigned to the direction-giving language theme:

Manager Interview Questions

2. Describe what leadership communication strategies motivate you to become more satisfied with your job.
4. Describe how advice offered by other leaders helps motivate your job satisfaction.
5. Describe how clear instructions from leadership concerning job-related problems help motivate employee job satisfaction.
10. What additional information would you like to add not covered in the interview questions?

Employee Interview Questions

2. Describe what leadership communication strategies motivate you to become more satisfied with your job.
4. Describe how advice offered by leadership helps motivate your job satisfaction.

5. Describe how clear instructions from leadership concerning job-related problems help motivate your job satisfaction.
10. What additional information would you like to add not covered in the interview questions?

The following questions were assigned to the meaning-making language theme:

Manager Interview Questions

8. Describe how leadership stories' pertaining to primary events in the organization's past help motivate employee job satisfaction.
9. Describe how advice from leadership helps motivate your job satisfaction when taking on a new or altered job position.
10. What additional information would you like to add not covered in the interview questions?

Employee Interview Questions

8. Describe how leadership stories' pertaining to primary events in the organization's past help motivate your job satisfaction.
9. Describe how advice from leadership helps motivate your job satisfaction when taking on a new or altered job position.
10. What additional information would you like to add not covered in the interview questions?

The following questions were assigned to the job satisfaction theme:

Manager Interview Questions

1. Describe how the work you produce provides a feeling of job satisfaction.
3. Describe communication strategies you would suggest to other leaders to help motivate employee job satisfaction.
6. Describe how leadership support of professional development helps motivate your job satisfaction.
7. Describe how leadership concern for your professional wellness helps motivate your job satisfaction.
10. What additional information would you like to add not covered in the interview questions?

Employee Interview Questions

1. Describe how the work you produce provides a feeling of job satisfaction.
3. Describe communication strategies you would suggest to leadership to help motivate employee job satisfaction.
6. Describe how leadership support of professional development helps motivate your job satisfaction.
7. Describe how leadership concern for your professional wellness helps motivate your job satisfaction.
10. What additional information would you like to add not covered in the interview questions?

Researchers can analyze, organize, code, and transcribe large sums of accumulated data using Atlas.ti 7®. The aid of respondent perspective codes helps to clarify inquiries related to leadership communication strategies and employee job satisfaction. A list of the participants' codes P1, P2, P3, and successive coded identifiers help identify the respondents as well as enhance the context of the qualitative phenomenological research study. Researchers who operate the Atlas.ti 7® software program possess the capabilities to show links of each code with every other code and provide sophisticated views of the coding scheme and quotations directly taken from audio files whether transcribed or not transcribed.

Atlas.ti 7® also provides researchers with a list of codes allowing individuals to show codes co-occur among individually selected documents. Individuals using the Atlas.ti 7® software may use the multi-document viewer to link sections across various documents. The Stevick-Colaizzi-Keen method of analysis of phenomenological data help researchers organize, analyze, and synthesize data (Moustakas, 1994). I used the six steps of the modified Stevick-Colaizzi-Keen method to (a) describe participants personal experiences with the phenomenon of communication strategies government agency leaders use to motivate employee job satisfaction, (b) create a list of important statements concerning the participants' experiences, (c) take the statements and compile them into larger groups of information or themes, (d) write a description of what the participants experienced as a part of the phenomenon, (e) write a description of how the experience occurred, and (f) write a composite description of the phenomenon the participants are experiencing (Moustaka, 1994).

The analysis of the gathered data help researchers understand job satisfaction, employee's reactions, behaviors and the use of effective leadership communication strategies when using the MLT. The conceptual framework aid researchers when comprehending employees' job satisfaction through leadership communication strategies and the creation of values, purpose, ambition, and trust among the organizations leaders and employees. The theory I used in the study was the MLT. The semistructured interview questions of the study addressed the MLT. The participant's responses helped understand how leadership communication strategies motivate employee job satisfaction. I password protected and safeguarded information generated from the Atlas.ti 7® software program for the sole purpose of the study in a secure computer storage file inside a lock box for a period of five years. After the five-year period, documents in the lock box are shredded and discarded electronic data deleted from computer storage file.

Reliability and Validity

The fundamental purpose of phenomenological research was not distinctive descriptions of the phenomenon, but to use the descriptions of the phenomenon as a corner stone to determine essential familiarities related to the foundation of the phenomenon (Seamon, 2000). The participant's interviews provided firsthand knowledge of the experiences the participants shared pertaining to leadership communication strategies and RGO employee job satisfaction. I achieved data saturation in the study by interviewing the RGO participants until the same themes were revealed repeatedly and no new information was disclosed during the interview sessions. The general concept of data saturation focuses on newly collected data not identifying additional information for the research (Marshall et al., 2013).

Dependability

Dependability is the assumption of replicability or repeatability (Bernardi, Merseguer, & Petriu, 2012). Dependability is the ability to deliver a justifiable and trusted service that encompasses the attributes of availability, reliability, safety, integrity, and maintainability (Rodrigues, Alves, Silveira, & Laranjeira, 2012). An example of dependability is an individual conducting research pertaining to leadership communication strategies and RGO employee job satisfaction can follow the same directions, details, and format as presented in the study and obtain the same results. Silva, Leandro, Macedo, and Guedes (2013) stated that dependability describes a method of research relied upon repeatedly by researchers to help provide justified and trusted services. In other words, an individual could conduct the study following the same directions and details and essentially obtain the same results. As the researcher, I ensured the interview questions were not biased or misleading, the questions remained directly relevant to the objective of the study. The implementation of good quality research and data from the field test helped build a stronger comprehension and understanding of the qualitative research conducted in the study.

Credibility

Credibility is believable results from the point of view of the participants (Lincoln & Guba, 1985; Trochim, 2006). A study that establishes credibility provides descriptions and immediate recognition of an individual's experiences from his or her point of view (Henderson & Rheault, 2004). An example of credibility in the study is the prolonged examination of data gathered from participants and member checking. Member checking is a strategy that helps to establish credibility. Member checking may occur anytime during the study (Henderson & Rheault, 2004). Researchers make sure the results of their study reflect each participant's reality by conducting member checking (Henderson & Rheault, 2004). Member checking was the final step in establishing participant verification, respondent validation, accuracy, and credibility of data recorded during each interview session (Harper & Cole, 2012; McConnell-Henry, Chapman, & Francis, 2011). Member checking requires that I share research results and allow participants to examine the results and statements of the study (Harper & Cole, 2012).

Transferability

Transferability supports a researcher's capability to transfer and apply research results to other similar agencies, contexts, settings, and situations (Lincoln & Guba, 1985; Henderson & Rheault, 2004; Jiménez-Buedo, 2011). An example of transferability is the application of the results in the study with other RGOs similar in background, location, and circumstances. I used the technique of thick description to achieve transferability in the study. Thick description requires participants to describe their experience in adequate detail so that researchers are able to evaluate the degree to which the conclusions transfer to other times, situations, people, and settings (Lincoln & Guba, 1985). Strategies for transferability include gathering intense background information pertaining to the comparison of participants, linking the participants' attributes to larger demographic information, and ensure that participants represent a specific population (Henderson & Rheault, 2004).

Confirmability

Confirmability is results that others confirm or corroborate (Lincoln & Guba, 1985; Trochim, 2006). An example of confirmability is the discussion of the evidence (data) and processes (data collection, organization, and analysis) that lead to the results of the study. Confirmability guides the use of the MLT when supporting the findings of the study. Confirmability involves neutrality and confirms that procedures and results of the study were free from bias (Lincoln & Guba, 1985). Audit trail is a strategy that helps to establish confirmability in the study (Cohen & Crabtree, 2006). According to Cohen and Crabtree, Lincoln and Guba provided six categories to help develop an audit trail for reporting information in a study: (a) Raw data, (b) Data reduction and analysis, (c) Data reconstruction and synthesis products, (d) Process notes, (e) Materials relating to intentions and dispositions, and (f) Instrument development information. The six categories of the audit trail strategy help incorporate information from the participant's face-to-face interviews and handwritten notes to confirm or corroborate data concerning leadership communication strategies and RGO employee job satisfaction.

The use of the data analysis section, credibility, transferability, and confirmability help understand effective leadership communication strategies and RGO employee job satisfaction. The MLT, recorded face-to-face interviews, and handwritten notes help create a framework to enhance the understanding of leadership communication strategies and RGO employee job satisfaction through motivation, commitment, trust, and empowerment.

Transition and Summary

In Section 2, the study included research method, research design, data collection technique, data organization technique, and data analysis technique. In Section 2 information is amplified from Section 1 pertaining to qualitative research and phenomenological design. Section 2 also provided detailed information concerning the data collection, organization, and analysis techniques I used to generate the study's findings. In Section 3, I presented a detailed synopsis of the study's findings and analyze relative significance to the research questions presented in the study. Discussing the effects and influences of the study provided recommendations for actions and future studies regarding business practices and positive social change.

Section 3: Application to Professional Practice and Implications for Change

In this section of the study, I provided a description of the results pertaining to leadership communication strategies to motivate employee job satisfaction. Section 3 includes an overview of the study, a presentation of the findings, and implications for social change. This section also included recommendation for action, recommendation for further study, and reflections on researcher's experience of conducting the study.

Overview of Study

The purpose of this qualitative phenomenological study was to explore the communication strategies government agency leaders use to motivate employee job satisfaction. The population was composed of 20 managers and employees from an RGO. The overarching research question was as follows: What strategies do government agency leaders use to motivate employee job satisfaction? Interview questions developed from the overarching research question led to the investigation of leadership communication strategies and its influence on motivating employee job satisfaction. Data gathered from the consenting participant's responses to the interview questions contribute to the existing body of knowledge.

I conducted content analysis of each participant's interview transcript using a coding sheet. Out of the population of 20 managers and employees, 18 consented to participate in the study. Two of the 20 declined to participate in the study. Two of the 18 consenting participants worked for the RGO for less than 5 years. Comparing each consenting participant's interview transcript to other transcripts until the same codes appeared repeatedly helped achieve data saturation. Using the Document Cloud View and the Cooccurrence Explorer feature of the Atlas.ti 7® software program, I extracted keywords, phrases, and statements from the participants' interviews. The participants' interview transcripts generated 185 codes that reduced to 61 codes after conducting further analysis. Information not contributing new data and meaning relevant to the study continued during the remaining interviews. The 13th interview marked the point of data saturation. Data collection continued to the 18th interview to eliminate any doubt of data saturation. Member checking permitted the participants and me to discuss the outcome of the data collection process leading to interpretations of the accumulated data.

After thorough analysis, four main themes emerged. The themes were: (a) empathetic language, (b) direction-giving language, (c) meaning-making language, and (d) job satisfaction. These four themes helped me link the participants' interview responses to Searle's (1969) speech act theory of linguistics' three categories of utterances (empathetic language, direction-giving language, and meaning-making language) which formed the bases for Sullivan's (1988) MLT and articles incorporated in the literature review. After a thorough analysis of the participants' interview transcripts the following were the findings of the study:

- Leaders and employees experienced job satisfaction with interacting and providing services to the RGO's clients.
- Leadership motivated employee's job satisfaction by communicating openly to create trust, using effective listening skills, and verbally praising, recognizing, and acknowledging employees for a job well done.

- Leadership's use of verbal and non-verbal communication motivated employee job satisfaction, work production, and promoted positive employee morale and work behaviors.
- Leadership's use of clear instructions helped employees do what is asked or expected of them, enhanced work production, promoted leadership vision, and motivated job satisfaction.
- Leaders motivated employee job satisfaction when he or she provided fellow leaders and employees with advice that helped the agency operate better.
- Leadership who support and exhibit a genuine concern for employees attending professional development and wellness trainings motivated employee job satisfaction.
- Leaders who provided employees with stories of the agency's past influenced employee work decisions and motivate job satisfaction.

These findings may influence business practice and encourage social change by contributing to the effective practice of business in the areas of consistent employee engagement, community involvement, and increased revenue for the community as well as provide organizational communication best practices and guidelines to help leaders communicate information effectively to motivate RGO employee job satisfaction.

Presentation of the Findings

The overarching research question was "what strategies do government agency leaders use to motivate employee job satisfaction?" The interview script (see Appendix

D) contained 10 manager interview questions and 10 employee interview questions that were useful in collecting valuable data from participants, and understanding how leadership communication strategies help motivate employee job satisfaction within the RGO. Each face-to-face interview lasted between 20 to 45 minutes, and 100% of the face-to-face interviews took place where the participants felt most comfortable meeting. A code of P1, P2, P3, and successive coded identifiers replaced the participants' names to keep confidential data from exposure to the public and coworkers.

I used the Stevick-Colaizzi-Keen method of analysis for phenomenological data to help organize, analyze, and synthesize data (Moustakas, 1994). The six steps of the modified Stevick-Colaizzi-Keen method helped me (a) describe participants personal experiences with the phenomenon of the communication strategies government agency leaders use to motivate employee job satisfaction, (b) create a list of important statements concerning the participants' experiences, (c) take the statements and compile them into larger groups of information or themes, (d) write a description of what the participants experienced as a part of the phenomenon, (e) write a description of how the experience occurred, and (f) write a composite description of the phenomenon the participants are experiencing (Moustaka, 1994). The Van Manen (1990) descriptive phenomenological method helped interpret data and grasps the essential meaning of the participants shared experiences. I used the Van Manen's (1990) selective approach to highlight statements, phrases, or terms essential to the phenomena under study, and to identify themes as objects of reflection and interpretation through member checking. After analyzing the data, the following four themes emerged: (a) empathetic language, (b) direction-giving language, (c) meaning-making language, and (d) job satisfaction.

Each numbered question assigned under the four themes (empathetic language, direction-giving language, meaning-making language, and job satisfaction), reflects the order of the semistructured interview questions listed in Section 1 of this study. The empathetic language theme included manager and employee interview Questions 6, 7, and 10. The direction-giving language included manager and employee interview Questions 2, 4, 5, and 10. The meaning-making language theme included manager and employee interview Questions 8, 9, and 10. The job satisfaction theme included manager and employee interview Questions 1, 3, 6, 7, and 10.

Theme 1: Empathetic Language

The purpose of Questions 6, 7, and 10 was to collect information from participants concerning leadership support of professional development programs (trainings) that motivate employee job satisfaction, how leadership concern for professional wellness (growth) motivates employee job satisfaction, and the need for continued cross training among leaders and employees. Leadership support of attending professional development programs is key to employee job satisfaction (Johnson & Beehr, 2014; Pearce & Manz, 2014). A lack of training and career development may lead to a decrease in employee performance, motivation, and job satisfaction (Wahab, Hussain, Zadeh, Shah, & Hussain, 2014). Leadership's genuine concern for employee professional wellness is important to enhancing job satisfaction and workplace support among leaders and employees (Konstam et al., 2015; Smith & Koltz, 2015). Leadership support of employee-training opportunities motivates employee job satisfaction (Noordin et al., 2010; Pearce & Manz, 2014). Johnson & Beehr (2014) and Noordin et al. (2010) supported the participants' responses by suggesting that leaders who encouraged employees to attend professional development programs helped increase employee job satisfaction. The small size of the agency allows employees the flexibility to cross train with one another without having to deal with limited work rules and job descriptions (Fawcett & Pearson, 2015).

Six managers agreed that leadership support of employees' attending trainings and the use of cross training enhanced professional development, professional wellness, and job satisfaction among leaders and employees. Twelve employees indicated that support of training opportunities made them feel invested by their leader, promoted growth, and motivated job satisfaction. Nine employees also indicated that leadership's interest or disinterest in their professional progression within the agency affected job satisfaction. However, five employees indicated that the lack of formal training for new employees, the lack of continued training for seasoned employees, and the lack of professional development and wellness training influenced their job dissatisfaction.

Theme 2: Direction-Giving Language

The purpose of Questions 2, 4, 5, and 10 was to collect information from participants concerning leadership communication strategies that helped motivate participant's job satisfaction, determine how advice given by leadership helped motivate employee job satisfaction, and exposed how employee job satisfaction is motivated from clear instructions given by leadership. Ayub, Manaf, and Hamzah (2014) supported the participants' responses by discussing the role of leadership communication and how effective leadership communication motivated employee job satisfaction. Carriere and Bourgue argued leaders who ensured that his or her employees received important, highly valued, and relevant information in a timely manner helped develop a solid understanding of which communication strategies employees viewed as most valuable from leaders when performing his or her job well (as cited in Abd-El-Salam et al., 2013). Porath, Gerbasi, and Schorch (2015) supported participants by stating how leaders who offered advice to employees helped create a work environment that was comfortable, nurturing, and motivated job satisfaction. Tombaugh and Mayfield (2014) added that employees who received advice from leadership and other coworkers also experienced high levels of job satisfaction. Leaders who communicated using clear instructions motivated employee job satisfaction during times of job related problems (Chernyak-Hai & Tziner, 2014; Christensen, 2014).

Six managers agreed that their leader allowing them to work out problems on their own gave them a feeling of job satisfaction; their leader trusting their judgements without them consulting for direction provided job satisfaction; that advice given by their leader was helpful; and that they liked clear instructions to be given when needed. Twelve employees indicated that they like that they were allowed to be self-motivated and not micro-managed; advice given by leadership was valuable in doing their work; and clear instructions helped them do what is asked or expected from leadership and enhance job satisfaction. However, ten employees indicated that they needed clear up-to-date information, consistent strategic communication, and more agency wide meetings with carry through from leadership.

Theme 3: Meaning-Making Language

The purpose of Questions 8 and 9 was to collect information from participants concerning if leadership stories pertaining to primary events from the agency's past helped motivate employee job satisfaction, and how leadership advice given to employees help motivate job satisfaction when performing an altered or new job position. Clifton (2014) supported the participants' responses by explaining how leadership stories make meaning of the work he or she produces for the agency. Allio (2013) and Parfitt (2014) supported the participants' responses by explaining how advice and direction from leadership enhances job satisfaction when taking on an altered or new job position.

Four managers agreed that the process of communication allows leaders and employees to see eye-to-eye when sharing stories of the RGO's past events. Six managers also agreed seeking advice from leadership helped provide them with needed advice to motivate job satisfaction. Eight employees indicated that leaders who provided employees with agency past stories influenced their work decisions and job satisfaction and leadership support and encouraging words influenced employee confidence and trust. Six managers and 12 employees provided detailed examples of how stories told by leadership pertaining to primary events from the agency's past helped motivate employee job satisfaction, and advice provided by leaders helped motivate job satisfaction when assigning an employee a new or altered job position. However, three employees indicated that listening to stories of the agency's past did not affect job satisfaction in any manner.

Theme 4: Job Satisfaction

The purpose of Questions 1, 3, 6, 7, and 10 was to collect information from participants concerning the participants' perspectives of how the work they produce provides a feeling of job satisfaction, leadership communication strategies suggested by participants', leadership support of professional development programs (trainings), and leadership concern for the participants' professional wellness (growth) motivates job satisfaction. Demirel and Tosuner-Finkes (2014) supported participants' concern of open communication and how the skill creates opportunities for leaders and employees to share their feelings, opinions, insecurities, and concerns to help motivate job satisfaction. Non-verbal communication helped perceive and retain 55% of oral communication (Dinică, 2014). Non-verbal communication (gestures, eye contact, body movements, postures, tone of voice, and style of dress) is reliable and effective, as non-verbal communication provides added support to verbal communication (Haneef, Faisal, Alvi, & Zulfiqar, 2014). Leaders supporting employee-training opportunities contribute to positive job performance, and enhanced self-worth (Pearce & Manz, 2014). Leadership's concern for professional and personal growth gives employees a better sense of self (Konstam et al., 2015). The small agency's flexibility to cross-train leaders and employees without having to deal with restrictive work rules and narrow job descriptions helps motivate job satisfaction (Fawcett & Pearson, 2015).

Three managers agreed that helping the clients of the agency provides them with a feeling of job satisfaction and see their work at the RGO as a success. Six managers felt they were always available for their employees, initiated open dialogue with employees, supported training, and used praise and recognition often. Twelve employees indicated that helping the RGO's clients gave them a good feeling of job satisfaction. One leader and two employees did use the office board to inform everyone who was in or out of the office, although not consistently. Emphasizing the need for more consistent use of the in and out board and more face-to-face meetings between leaders and employees are important to job satisfaction. Four managers and seven employees agreed that the opportunity for cross training in all job positions was excellent and gave them pleasure, satisfaction, and the chance to help everyone. However, twelve employees agreed that the lack of managerial communication pertaining to employee job satisfaction, trainings outside of U.S. Department of Housing and Urban Development (HUD) were not available due to training cost, and of having to teach themselves the job by trial and error due to the lack of managerial guidance impacted job satisfaction.

Findings Tied to MLT

The conclusions developed from the study result solely from the data analysis. The conceptual framework provided the basis for the review on leadership communication strategies, motivation of employee job satisfaction and the linkage to the MLT. Sullivan's (1988) MLT helped me explore how leadership communication may motivate employee job satisfaction. The MLT (1988) emerged from Searle's (1969) speech act theory of linguistics' three categories of utterances (a) empathetic (illocutionary) language, (b) direction-giving (perlocutionary) language, and (c) meaning-making (locutionary) language (Mayfield & Mayfield, 2012). Leaders who use the MLT should apply the three utterances of the speech act theory of linguistics over a long length of time for job satisfaction to manifest among employees (Sullivan, 1988). To clarify an individual's use of speech to accomplish actions, MLT generates meaning from what receivers hear and how receivers respond to the received information to improve job satisfaction (Hartelius, 2013; Mayfield & Mayfield, 2012).

Empathetic language support leadership display of verbal emotional concern for an employee to generate a sense of humanness (Mayfield & Mayfield, 2012). Eighteen participants supported the act of leadership empathy instead of empathetic language. Sixteen participants referred to moral support from leadership to attend professional development trainings and genuine concern for professional wellness help motivate job satisfaction. Beck (2014) supported the participants' responses by emphasizing the importance of leaders thoughtfully considering employees' feelings when encouraging employee job satisfaction.

Direction-giving language occurs when leadership expresses employee performance expectations and guide employee task achievements (Mayfield & Mayfield, 2012). Fifteen participants supported leadership use of direction-giving language to motivate job satisfaction. Leadership use of direction-giving language helped set task achievements and provide performance feedback to employees. Thirteen participants explained the importance of leaders informing he or she of what is occurring within the agency to motivate and promote job satisfaction. Sixteen participants described how advice from leadership motivated his or her job satisfaction. Eight participants also stated how the use of combining verbal and non-verbal communication provided direction, job satisfaction, and work place respect. Leadership and employee verbal communication strengthened leaders and employees perceptions and interpretations of the nonverbal gestures (Talley & Temple, 2015).

Meaning-making language takes place when a leader shares a personal viewpoint of the organization's culture with employees (Mayfield & Mayfield, 2012). Eighteen participants supported the use of meaning-making language and provided detailed examples of how leadership stories pertaining to primary events from the agency's past helped motivate job satisfaction. Manning and Kunkel (2014) and Mayfield and Mayfield (2012) supported 14 participants' responses by examining the power leadership stories have on employee meaning of how to perform work task and motivate employee job satisfaction.

Job satisfaction is a collection of employee attitudes concerning various features of work circumstances (Baloyi et al., 2014). Eighteen participants acknowledged how the personal job satisfaction of his or her work production played a role in the creation of professional job satisfaction. Sathyapriya et al. (2012) supported the 18 participants' responses by explaining in detail how employees' who allow personal attitudes, behaviors, and work performance create a feeling of job satisfaction. Eleven participants described how open communication helped inform employees of what is going on within the agency promoted job satisfaction. Eighteen participants' responses described how clear instructions from leaders helped to complete new tasks or expected and enhanced work production and job satisfaction.

Findings Tied to Literature on Leadership Communication and Job Satisfaction

I reviewed literature related to issues affecting the communicative relationships among leaders and employee as well as the motivation of employee job satisfaction. The literature addressed leadership communication practices, workplace communication, internal communication, job satisfaction, employee behaviors, attitudes, and trust. Eighteen participants' responses to the interview questions revealed the importance of effective communication strategies practiced by leaders to motivate employee job satisfaction. Literature pertaining to leadership communication strategies and employee job satisfaction emphasized how the role of leadership is beneficial to the process of job satisfaction when leaders use effective communication strategies to empower and motivate employee job satisfaction (DeKay, 2012).

Eighteen participants' responses illustrated how effective use of leadership communication motivated employee job satisfaction. Cunningham (2012) supported eight participants' responses concerning the need for leadership development programs to train leaders on how to increase employee morale, handle compliance issues, and motivate job satisfaction. Thirteen participants' illustrated how leaders should openly communicate with employees to avoid any miscommunication and motivate employee job satisfaction. Leaders who listened to employees, spoke frequently in the agency, held regular staff meetings, and sent out updates to employees improved leadership communication and motivated job satisfaction (Zulch, 2014). Chernyak-Hai & Tziner

(2014) and Christensen (2014) supported 17 participants' responses describing how the use of clear instructions from leaders helped to understand what was expected and enhanced work production and job satisfaction.

Applications to Professional Practice

In this study, I explored the communication strategies government agency leaders use to motivate employee job satisfaction. The results of this study help support my suggestions concerning the improvement of leadership communication strategies and motivating employee job satisfaction. If leaders consider these findings, the gap in business practices relating to leadership communication strategies and effective leadership communication motivating employee job satisfaction will narrow.

Collectively, the participants of this study formed a group consisting of 20 leaders and employees. The group of participants included individuals who have experienced his or her job satisfaction being motivated by RGO communication strategies practiced by leadership. Since the participants of this study were from a small RGO, the results of this study may be applicable to other small sized RGO's.

The findings included in the emerging themes may assist leaders in practicing leadership communication strategies that motivate, maintain, and increase employee job satisfaction. Leaders who practice effective communication strategies motivate employee job satisfaction and increase morale and productivity. Satisfied employees may trust leaders who practice effective communication. When motivated, an employee may be willing to perform at a higher level and influence the job satisfaction of other employees'. Leadership support and guidance is significant in making employees feel like a vital part of the agency and may motivate job satisfaction. Furthermore, leadership communication goals that motivate employee job satisfaction might contribute to the effective practice of business in the areas of consistent employee engagement, community involvement, and increased revenue for the community.

Implications for Social Change

The purpose of this study was to explore the strategies government agency leaders use to motivate employee job satisfaction. The findings contribute to improving leadership communication strategies and motivate employee job satisfaction. The intent of this study was to identify viable leadership communication strategies used by leaders that motivate employee job satisfaction. Finding ways to increase effective leadership communication may increase employee job satisfaction. Effective communication is essential for the survival of an organization (Abd-El-Salam et al., 2013). Organizations that are struggling with low employee job satisfaction may benefit from providing leaders with effective communication and employee morale building training. The findings may contribute to improving social change in the community by providing organizational communication best practices and guidelines to help leaders communicate information effectively to motivate RGO employee job satisfaction.

Recommendations for Action

The findings yielded several conclusions regarding employee perspectives of communication strategies practiced by leaders and leadership motivation of employee job satisfaction. The results of this study could assist leaders in the implementation of effective communication strategies that motivate, maintain, and increase job satisfaction. I recommend the following actions:

- The executive director should require leaders to collectively identify and implement effective communication strategies that motivate and maintain employee job satisfaction.
- Leaders and employees should use the in/out board on a consistent basis as a way to keep everyone aware of who is in and out of the office.
- The agency's leaders should create a healthy work environment that cultivates leader and employee open communication and motivate job satisfaction.
- Leaders should collectively develop and facilitate new employee trainings.
- Leaders should collectively develop morale-building strategies to motivate, sustain, and increase employee job satisfaction.
- Leaders should continue to support employee professional development trainings, wellness trainings, and agency wide cross training.

In-service trainings, agency wide staff meetings, and professional publications help distribute information generated from the results. Additionally, these results may apply to various agencies and might assist in improving leadership communication strategies and motivating employee job satisfaction.

Recommendations for Further Study

There is existing research on leadership communication; however, little research has been conducted regarding how leadership communication strategies motivate employee job satisfaction. Exploring a broader focus of effective communication strategies and employee job satisfaction is important for continued studies. Furthermore, recommendations for research include replicating this study to determine if communication strategies practiced by leadership motivate employee job satisfaction. Agencies will always have instances of poor employee job satisfaction, however, determining what leadership communication strategies practiced by leadership actually motivates employee job satisfaction could be significant.

Exploring research focused on open communication among leaders and employees in relation to job satisfaction help create opportunities for leaders and employees to share their feelings, opinions, insecurities, and concerns to motivate job satisfaction (Demirel & Tosuner-Finkes, 2014). Recognizing the benefits of implementing open communication among leaders and employees may contribute to a stronger understanding of leadership communication strategies impact on motivating employee job satisfaction.

For further research, I also recommend a phenomenological study that focuses on using a larger sized RGO in the geographical area northeast Florida. Researchers might use these findings to compare the perceptions of leaders and employees of larger sized and smaller sized RGO to analyze similarities and differences. In addition, future research could focus on leadership support of career development trainings and wellness programs to motivate employee job satisfaction. Leaders motivate employees to achieve specific corporate goals while working closely with colleagues and supporting training opportunities (Nahum-Shani, Henderson, Lim, & Vinokur, 2014; Noordin et al., 2010). Effective use of career development trainings and wellness programs could foster a culture that is beneficial to all participants with the agency and motivate employee job satisfaction. By supporting employee involvement in career development trainings and wellness programs, leaders may motivate employee job satisfaction and strengthen leaders and employee relationships.

Reflections

This qualitative phenomenological study involved exploring the communication strategies government agency leaders use to motivate employee job satisfaction. The identified population sample comprised of 20 managers and employee who have experienced job satisfaction from communication strategies practiced by leadership. The participants where located in northeast Florida. Conducting the research broadened my knowledge base on leadership communication practices and employee job satisfaction. I also discovered that employee involvement is significant to effective leadership communication and job satisfaction. Employees are responsible for implementing important information shared by leaders to improve his or her job position and motivate job satisfaction.

The research process included the recording and transcription of face-to-face semistructured interviews. The research process allowed me to obtain unbiased opinions about the participants' perspectives concerning communication strategies practiced by leadership that motivates employee job satisfaction. The interview process provided structure, direction, and permitted the use of open-ended questions to extract the views and experiences of participants. The participants confidently responded to interview questions concerning leadership communication and employee job satisfaction. The participants were concerned with how the lack of leadership communication affected his or her job satisfaction and morale. Many participants stated that open communication among leaders and employees, as a mean of sharing important information would help motivate employee job satisfaction. I realized the significance of how both verbal and non-verbal leadership communication helped motivate employee job satisfaction within the RGO.

Summary and Study Conclusions

Effective leadership communication is essential for motivating employee job satisfaction. Effective communication strategies that help leaders motivate employee job satisfaction are important to organizational growth. In the research process, the participants stated how leadership communication motivated job satisfaction using the MLT.

Findings in existing literature and this study clearly showed that effective leadership communication has an impact on motivating employee job satisfaction. The findings also provided suggestions as to improving leadership communication strategies and motivating employee job satisfaction. With the need for effective communication to be practiced by leadership I recommend that (a) the executive director should require leaders to collectively identify and implement effective communication strategies that motivate and maintain employee job satisfaction, (b) leaders and employees should use the in/out board on a daily bases as a way to keep everyone aware of who is in and out of the office, (c) leaders should create a healthy work environment that cultivates leader and employee open communication and motivate job satisfaction, (d) leaders should collectively develop and facilitate new employee trainings, (e) leaders should collectively develop morale-building strategies to motivate, sustain, and improve employee job satisfaction, and (f) leaders should continue to support employee professional development trainings, wellness trainings, and agency wide cross training.

The findings and recommendations verify that there is a gap in business practices relating to leadership communication strategies and effective leadership communication motivating employee job satisfaction. Furthermore, these results and recommendations provide leaders with implementable information to improve leadership communication strategies and motivate employee job satisfaction.

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Appendix A: Semistructured Interview Questions

Interview Questions

Manager Interview Questions

1. Describe how the work you produces provide a feeling of job satisfaction.
2. Describe what leadership communication strategies motivate you to become more satisfied with your job.
3. Describe communication strategies you would suggest to other leaders to help motivate employee job satisfaction.
4. Describe how advice offered by other leaders helps motivate your job satisfaction.
5. Describe how clear instructions from leadership concerning job-related problems help motivate employee job satisfaction.
6. Describe how leadership support of professional development helps motivate your job satisfaction.
7. Describe how leadership concern for your professional wellness helps motivate your job satisfaction.
8. Describe how leadership stories' pertaining to primary events in the organization's past help motivate employee job satisfaction.
9. Describe how advice from leadership helps motivate your job satisfaction when taking on a new or altered job position.
10. What additional information would you like to add not covered in the interview questions?

Employee Interview Questions

1. Describe how the work you produce provides a feeling of job satisfaction.
2. Describe what leadership communication strategies motivate you to become more satisfied with your job.
3. Describe communication strategies you would suggest to leadership to help motivate employee job satisfaction.
4. Describe how advice offered by leadership helps motivate your job satisfaction.
5. Describe how clear instructions from leadership concerning job-related problems help motivate your job satisfaction.
6. Describe how leadership support of professional development helps motivate your job satisfaction.
7. Describe how leadership concern for your professional wellness helps motivate your job satisfaction.
8. Describe how leadership stories' pertaining to primary events in the organization's past help motivate your job satisfaction.
9. Describe how advice from leadership helps motivate your job satisfaction when taking on a new or altered job position.
10. What additional information would you like to add not covered in the interview questions?

Appendix B: Cooperation Letter

Letter of Cooperation from a Community Research Partner

12/8/2014

Kenyatta Hills
via email

Dear Ms. Hills,

Based on my review of your research proposal, I give permission for you to conduct the study entitled "Communication Strategies to Generate Employee Job Satisfaction" within the regional governmental organization of [redacted]. As part of this study, I authorize you to recruit employees, gather employee consent, audio record participants' interviews, communicate with participants via work email, conduct member checking from/with participants, and debrief research findings and results to participants in a group setting. Individuals' participation will be voluntary and at their own discretion.

We understand our organization's responsibilities includes: providing access to employees to recruit, gather employee consent, audio record participants' interviews, communicate with participants via work email, conduct member checking, and debrief research findings and results in a group setting. Our organization is also responsible for providing a list of employee work email addresses to send invitation letters and consent forms. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,

John Nelson Jr

Mr. John Nelson
Executive Director
[redacted]

Appendix C: Invitation Letter

Invitation Letter for Participants

Date

Dear Potential Participant**:**

This letter is an invitation to consider participating in a study I am conducting as part of my Doctoral degree in Business Administration at Walden University under the supervision of Dr. Charlotte Carlstrom. I would like to provide you with more information concerning your participation in the project, and if you decide to participant.

Effective leadership communication strategies helps leaders create sound decisions that motivate employee job satisfaction in the workplace. I will investigate how communication strategies government agency leaders use help motivate employee job satisfaction. The purpose of this study is to explore successful leadership communication strategies that motivate employee job satisfaction. The exploration will help gain a better understanding of how communication strategies practiced by leaders help motivate employee job satisfaction. Because of your current position with the selected RGO, you are best suited to speak to the various issues concerning leadership communication strategies, motivational language, and job satisfaction.

Attached with this letter is the consent form to participate in this study. The consent form explains the study in more detail. I look forward to speaking with you concerning your participation in this project. Thank you in advance for your assistance.

Sincerely,

Kenyatta N. Hills, MBA

Appendix D: Interview Script

Thank you for agreeing to participate in today's interview session. My name is Kenyatta Hills and I am a doctoral student with Walden University's Doctor of Business Administration program.

I am interested in gaining an understanding of how effective leadership communication strategies motivate RGO employee job satisfaction. I am going to ask you questions about your experiences with leadership communication and RGO employee job satisfaction. To ensure that I am able to capture accurate and complete responses, I will like to record this interview.

The information you share with me today is completely confidential. You will be assigned a code of P1, P2, P3, and successive coded identifiers. Replacing your name with a code of P1, P2, P3, and successive coded identifiers, will keep confidential data from exposure to the public and coworkers. You may verbally opt out of continuing the interview session at any time during this recording.

The information I gather will be used to provide organizational communication best practices and guidelines to help leaders communicate information effectively to motivate RGO employee job satisfaction. Recordings will be destroyed after transcription.

Do I have your permission to record this interview?

Manager Interview Questions

1. Describe how the work you produce provides a feeling of job satisfaction.
2. Describe what leadership communication strategies motivate you to become more satisfied with your job.
3. Describe communication strategies you would suggest to other leaders to help motivate employee job satisfaction.
4. Describe how advice offered by other leaders helps motivate your job satisfaction.
5. Describe how clear instructions from leadership concerning job-related problems help motivate employee job satisfaction.

6. Describe how leadership support of professional development helps motivate your job satisfaction.
7. Describe how leadership concern for your professional wellness helps motivate your job satisfaction.
8. Describe how leadership stories' pertaining to primary events in the organization's past help motivate employee job satisfaction.
9. Describe how advice from leadership helps motivate your job satisfaction when taking on a new or altered job position.
10. What additional information would you like to add not covered in the interview questions?

Employee Interview Questions

1. Describe how the work you produces provide a feeling of job satisfaction.
2. Describe what leadership communication strategies motivate you to become more satisfied with your job.
3. Describe communication strategies you would suggest to leadership to help motivate employee job satisfaction.
4. Describe how advice offered by leadership helps motivate your job satisfaction.
5. Describe how clear instructions from leadership concerning job-related problems help motivate your job satisfaction.
6. Describe how leadership support of professional development helps motivate your job satisfaction.

7. Describe how leadership concern for your professional wellness helps motivate your job satisfaction.
8. Describe how leadership stories' pertaining to primary events in the organization's past help motivate your job satisfaction.
9. Describe how advice from leadership helps motivate your job satisfaction when taking on a new or altered job position.
10. What additional information would you like to add not covered in the interview questions?

The interview session has reached completion. Thanks for participating in the interview session.

If a participant wishes to opt out the study, ask if they would be willing to share why: